(ATTACHMENT C1)

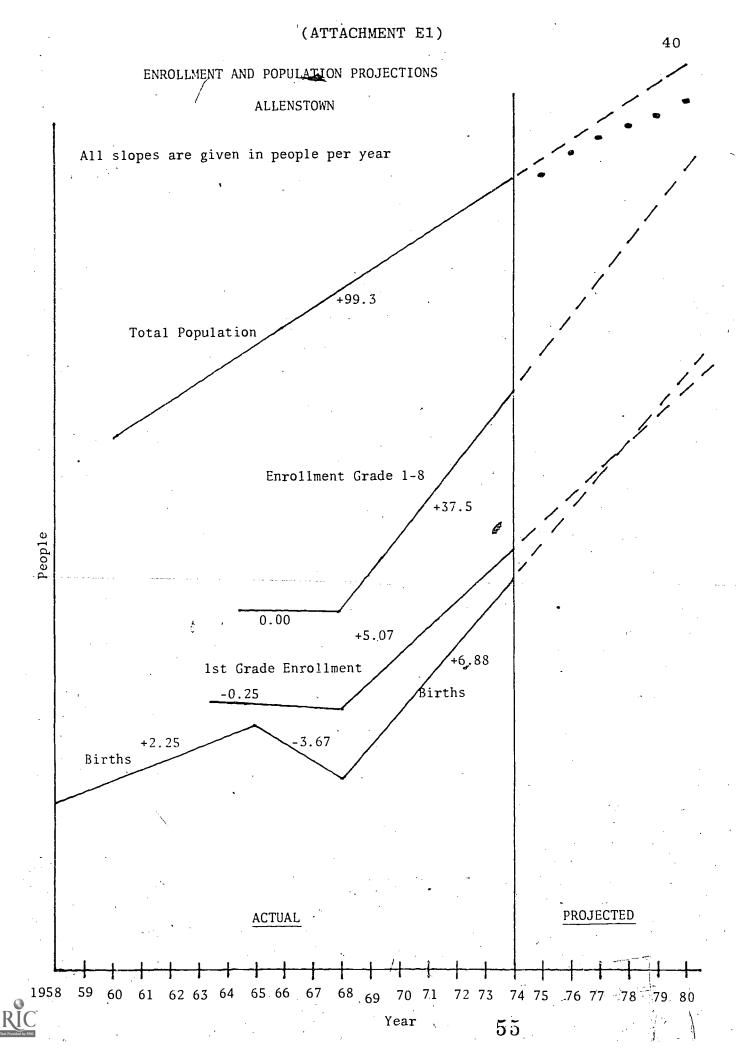
FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: ALLENSTOWN

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

•				•	
AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	59	64	76	·65	85
211111	•				er e
Less Than 1 Year	27	30	37	56	70
Age 1	36	21	65	68	7 2
2	59	33	68	89 -	76
3	51	43	68	72	96
4	48	53	69	72	68
· 5	75	70	64	76	85
6	5 8	69	60	64	91
. 7	. 62	38	83	73	7 <i>7</i>
8	64	70	66	94	87
9	56	62 ₈ .	84	50	83
10	56	51	68	73	61
11	62	56	60	75	85
. 12	5 4	63	69	67	69
13 :	52	63	66	81	63
14	- 56	50	60	61	7 8
15	4.5	63	65	56	67
16.	4 2	41	56	68	5.5
17	38	46	42	. 40	64
Through 18	36	10	33	39	44 -
Sub-Totals	·		•	•	
0 - 4	221	180	307-	357	382
0 - 5	296	250	371	433	467
5 – 11	433	416	485	505	569
12-13	106	126	135	148	132
14-17	181	200	223	225	264
5 - 17	720 .	742	843	878	965
6 - 18	681	682	812	841	924
Total 0-18	977	932	1.183	1274	1391

^{*}From Bureau of Vital Statistics Records



Allenstown School District Summary Data Report

School Census Information (A16)

	PUBLIC Within District 5	SCHOOLS Outside District 6	PAROCHIAL Within District 7	SCHOOLS Outside District	OTHER Within District	PRIVATE SCHOOLS Outside District 10
Total No. of Children Ages 0-18 As of:				· .	,	
Sept. 1, 1970 Sept. 1, 1971 Sept. 1, 1972 Sept. 1, 1973 Sept. 1, 1974	283 282 570 604 831	118 150 2 9	171 183 178 149	51 46 22 23 9	22 20 37 19 25	6 19 8

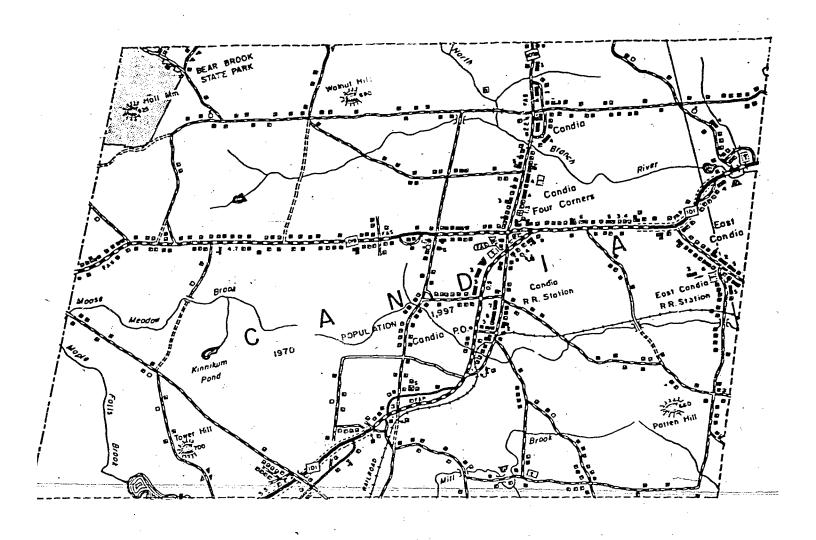
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible	for Vouchers)		(District's Pr	esent Public	School Loading)
Census	ADM.	Census	Unrepeated	Fall	ADM
Total	in Res.	Total	State	Enrollment	in Attend.
Col. 586	Total	Col. 5-10	Registration	Total	Total
606	627.I	816	445	437	443.8

COMPARISON OF TUITION INFORMATION ('73-'74)

m N. m	(Fall Re	* · · ·		(Dețerminati	on of Res. Pupil Member)
Tuition To:	Elem.	Mid/Jr.High	lligh School	Elem.	Mid/Jr.High High School
Pine Haven		,		1.3	
Bancroft Products,	Inc.			0.1	
Pembroke Academy	, i	Ì	,	•	181.9
Pembroke Elementary	2				101.3

5 ERIC



CANDIA



COMMUNITY OF

CANDIA

Candia, known in colonial days as "Charmingfare" has a land area of 30.2 square miles. "Unlike many New England towns, Candia contains no large village, but is composed of several small ones from which extend in all directions roads along which farming communities were developed." (Candia Bi-centennial 1763-1963, 1963, page 8). Today, the farmland lies mostly fallow or has been converted to more profitable use.

Candia is bound by Hooksett, Allenstown, Deerfield, Raymond, Chester, and Auburn and is located 12 miles from Manchester - New Hampshire's most populated and industrial city. 65.3% of Candia's native American residents were born in New Hampshire but only 7.4% have occupied the same residence since 1949 or earlier.

This is a middle class working community of 2,289 and many of its inhabitants are employed in nearby Manchester. Clerical workers and professional, technical and kindred workers comprise 33% of Candia's labor force. Another 25.1% are employed in industry as craftsmen, foremen or non-transport operatives.

Candia's median family income, \$9,520 is the lowest of the five districts which have voted interest in a voucher test and just below that of the state (\$9,698). However, unlike the other four, Candia has no families earning less than \$2,000 per year. Four families in Candia are below the poverty level.* Two families and seven unrelated individuals receive public assistance or welfare.

Candia's housing picture is a poor one when compared to the domicile characteristics of the state as a whole. 11.7% of the 589 year round units have no bath or share a bath. That figure is 3.6% for New Hampshire. 11% of Candia's units are unheated or heated by fireplace or stove only. This is more than double the percent statewide (5.1%). Sixty housing units, or 10.2% have no running water or only cold water. For the state the figure is 4.6%.

Only 2.3% of persons 25 years and older residing in Candia have completed less than a seventh grade education. 67.9% have a high school education or better.

Candia has one public school which in September, 1974, enrolled 400 youngsters in grades 1 through 8 including special education. Candia's 178 secondary students, attend schools in Manchester and Raymond under short term tuition contracts. The census report of September 1, 1974, indicates that 13 children attend parochial schools outside the district while 27 attend private pre-schools within the district and 27 attend private schools outside the district.



Candia

There is a slight variation between the census report and fall enrollments of three children. Since the fall enrollment total is higher, perhaps these three children are non-resident pupils in the elementary school, although no non-resident pupils were in attendance in '73-74.

*Poverty Level:

families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

	•	-
School District: Candia		Community Profile
		Data Sheet
MIGRATION & POPULATION STABILITY		
Total Native Pop. 1970 1793	Population Density 66.1	_People/Square Mil
%_Born NH65.3	2	
% " North East	Population ² 1974	
% " " Central <u>0.6</u>	% Pop. Change 70-74	15.0%
% " South 1.8	% " " 60 - 70	34.0%
- U.1	Population Projections ³	1980 5,200
% " Other5.4 % Pop. in same Res.	" "	1990 5,200
1949 or earlier 17.4	- H H	2000 9,400
School Age Population (0-18) for Year	⁴ '74-'75	
Total Attending School	644	•
Total Not Attending for Various R		
Total Not Attending for Various A		
	·	•
SCHOOL COMMUNITY INDICATORS, 1970 CEN	sus ⁵	
A. Estimated number of school-age ch	ildren 5-17	599
B. Estimated number of disadvantaged		113
C. Percentage of disadvantaged achool		1880
D. Estimated number of children ages		338
E. Estimated number of children ages		103
F. Estimated number of children ages		158
G. Estimated number of pre-school ag		198
H. School growth index (ratio of pre	-school age children	•
under five (5) to school-age c	hildren 5-17)	0.33 /
School-to-community load index (r	atio of school-age children	
to the 18-64 age group)	•	0.58
J. Total census area population		1997
K. Percentage of census area populat		0.20
L. Average number of persons per hou		3.60 ent 3.89
M. Percentage of children under 18	not living with a male par	
ADDITIONAL INFORMATION	marks 1	
ADDITIONAL INTO ACTUAL TO A		
	mentary <u>\$ 661.35</u> dle/Jr. High	
Mid Hig		
нід	11,002.30	
Equalized Valuation per pupil: 7 \$ 24,	941 Year 1972 Pupils	<u>'73-'74</u>
Transportation To Contiguous	Existing Alternative P	rograms within
& Other Participating Districts	District.	
Miles	Miles None: 197	4-175

&	Other Participa	ating Dist	ricts		Dis	strict.	
		Miles		Miles			
	Allenstown	19	Hooksett	13	٠, ٠	•	
	Auburn	7	Raymond	. 6		•	
	Chester	8					
	Deerfield	8		•		•	
	Uollia	30			67		



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School District: Candia

(cont'd) p.2 Additional Information

Community Profile
Data Sheet

Family Income (% of Families):

Under	1000-	2000-	3000-	4000-	500C-	6000-	7000-	8000-	9000-	10,000-	12,000-	15,000-	25,000-	50,000
\$1,000	1999	2999	3999	4999	5999	6999	7999	8999	9999	11,999	14,999	24,999	49,999	or more
- 0.0	0.0	1.1	4.5	4.1	9.4	5.6	8.4	14.0	5.4	14.6	7,7	19,5	4.5	0.9

Year Round Housing Units and Domicile Characteristics: 1

# Year	% Units	% Units	% Units-Shared	% Units-In-	% Units-No	% Units	% Units-without	% Units-No
Round	Unheated	Heated by	Bath or None	complete or	Piped Water	Cold	Toilet or Shared	Shower or
Units		Fire, Stove		Shared Kitch-		Water		Shared Shower
				en				or Tub -
589	3.4	7.6	11.7	6.8	5.3	4.9	6.8	9.3

Percent of Year Round Units by Persons Per Room:1

.50 or Less	.5175	.76 - 1.00	1.01 - 1.50	1.51 or More
48.4	28.5	15.1	6.4	1.6

Percent of Persons 25 Years and Older by Years of School Completed:

No School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
0.0	0.0	0.5	1.8	13.1	16.7	36.1	17.9	8.5	5.4

Housing Lacking Basic Facilities 8

% 7.0

% of Work Force Unemployed 8

8 4.4

Yearly Average Income of Weekly Wage Earner in Private Industry $^{\mbox{\scriptsize 8}}$

\$ 5,662.00

Median Family Income 1

9,520.00

Public Aid Per Capita 8

3,35

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Footnotes for Community Profile Data Sheet

- 1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
- 2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planuing, Concord, NH.
- 3. "Popula: A Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
- 4. Individual district's school census reports, Form A-16 for 1974-75.
- 5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
- 6. "Preliming 7 Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
- 7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
- 8. "Educational Disadvantage in New Hamperire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:

- a) Excused by School Board, State Board of Education or Commissioner of Education.
- b) Reached 14 or 16, completed elementary but not high school.
- c) Completed high school.
- d) Reached age 16 though not completed elementary school.
- **Calculated from individual district's Financial Report 1477.10 Account and "Determination of Resident Pupil Membership."



(ATTACHMENT C2)

FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: CANDIA

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

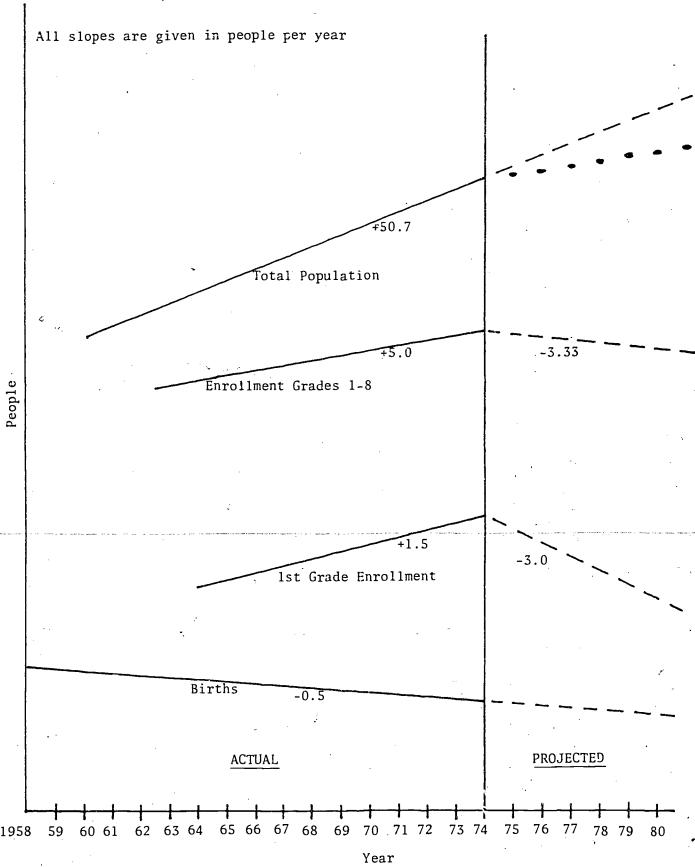
AGE GROUP	70-71	71-72	72-73	73-74	74-75	
*Resident live	36	19	20	27	25	
Births		·		,	•	•
Less Than 1 Year	29	23	3 7	26	27	
Age 1	30	35	27	30	33	
2	30	30	44	35	39	•
3	41	. 37	34	46	36	
. 4	4 2	40	43	39	51	
5	37	47	47	4 2	42 .	
. 6	53	45	54	49	44	
7	56	50	50	51	50	
8	50	5.3	59	4 9	53	
9	40	5 0	56	53	5 2	
10	54	40	58	5 7	56	
. 11	56	55	51	47	58	
12	50	57	48	42	47	
13	5 2	51	59	54	40	
1 4	47	56	54	58	53	
15	4 5	46	58	51	58	
16	37	56	46	56	52	
17	46	4 1	46	40	50	
Through 18	29	39	33	4 0	34	
Sub-Totals_	-Fall-Marie M. V. Waller M. 10 Western F. Landson	the second secon	manga an Albanian and an an an an an an an an an	antes on a suppression of the next of the		
0 - 4	172	165	185	176	186	
0 - 5	209	212	232	218	228	
5 - 11	346	340	375	348	355	
12-13	102	108	107	96	87	
14-17	175	199	204	205	213	
5 - 17	623	647	686	649	655	
6 - 18	615	639	672	647	647	
Total 0-18	824	851	904	865	875	



^{*}From Bureau of Vital Statistics Records

ENROLLMENT AND POPULATION PROJECTIONS

CANDIA





Candia School District Summary Data Report

School Census Information (A16)

PUBLIC	SCH00LS	PAROCHIAL	schoorg	OTHER	PRIVATE SC	HOOLS
Within	Outside	Within	Outside,	Within	Outside	
District	District	District	District	District	District	
<u>5</u>	6.	<u>7</u>	8	9	10	
	, ;.			4		
	1		•			
•				1	Block B. Seminar	
397	154	,	15	13	26	
383	177	•	17	18	. 26	•
412-	193	•	19		18	
392	180		18	15	21	
394	183	•	13 .	27	27	

COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible	for Voucher	rs)	(District's Pr	esent Public	School Loading
Census	ADM	Census	Unrepeated	Fall ·	ADM
Total	in Res.	Total	State	Enrollment	in Attend.
Col. 5&6	Total	Col. 5-10	Registration	Total	Total
572	577.5	626	419	412	406.2

COMPARISON OF TUITION INFORMATION ('73-'74)

(Fall	Report)		(Determi	nation of Res. Pu	•
Elem.	Mid/Jr.Hi.	High Sch.	Elem.	Mid/Jr. Hi.	High Sch.
	4			3.7	
1			1.0		
	3	*	3.0		31.0
1 .		1	2.0		•
					130.6

68

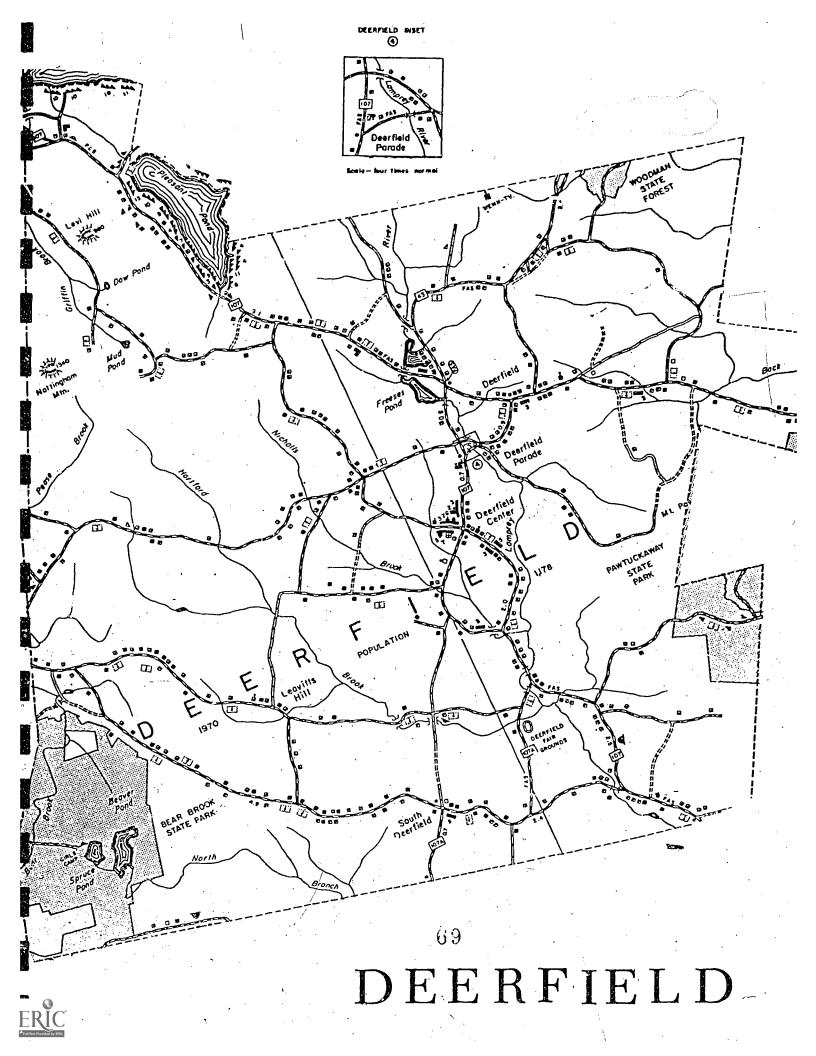
1 No. of Chil-Ages 0-18

. 1, 1970 . 1, 1971 . 1, 1972 . 1, 1973 . 1, 1974

ion To:

sett-Mem. ques School nond Consol. R.C. chester

f:



COMMUNITY OF

DEERFIELD

The town of Deerfield has much of natural beauty. Within its 51.9 square miles are hills and valleys, brooks, ponds, and lakes. Rock maple, white maple, birch, beech, red oak, and hemlock compose the forests where once abounded numerous herds of deer.

To the north, the Pawtuckaway Mountains lie on the line between Deerfield and Northwood. The towns of Nottingham, Raymond, Candia, Allenstown, and Epsom also border Deerfield.

Most of Deerfield's 1,497 residents live in its three villages. Deerfield, Deerfield Center, and South Deerfield. With a population density of only 22.7 persons per square mile. Deerfield fails far below the state population density of 81.7 persons per square mile.

Of its total native American population 59.0% were born in New Hampshire. Only 10.2% of the total population have lived in the same residence since 1949 or earlier.

While all of Deerfield's 409 year round housing units are heated, their plumbing standards fall short of the total state standards. In contrast to the state total of 1.3%, 5.9% of Deerfield's year round housing units have no piped water. Deerfield's 12.2% with shared or no toilet facilities compares unfavorably with the state total of 3.6%. 1.3% of the year round housing units in Deerfield either share or have no shower or tub as opposed to a state figure of 5.6%!

The majority of employed Deerfield residents fall into four categories. These are non-private service workers (18.2%), non-transport operatives (17.1%), craftsmen, foremen (16.4%) and professional, technical and kindred workers (12.3%).

The median family income for Deerfield is \$10,196. This lies somewhat above the state median family income of \$9,698. However, no Deerfield families earn \$50,000 in a year. While 122 persons in families are below the poverty level* it is interesting to note that not one person in the town of Deerfield accepts public assistance or welfare.

The number of school years completed by Deerfield residents 25 years and older is comparable to the state total in all categories except "4 years of college." The Deerfield figure of 12.2% nearly doubles the state total of 6.9%.



Deerfield

Deerfield's one public school opened in September, 1974, with 274 students in grades 1 through 8. In addition, there are three elementary and two secondary level children attending two different private special education programs outside the district for which the district pays tuition.

Deerfield's 103 secondary students attend five different high schools, under short term tuition contracts with the surrounding districts as follows: Raymond - 31 students, Manchester Central - 24 students, Coe-Brown Academy, Northwood - 42 students, Oyster River High School, Durham - 2 and Pembroke Academy - 4 students.

The census report for September, 1974, substantiates these figures and further shows no children attending parochial schools either within or outside the district, but an additional 13 children attending private schools outside the district.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

School District: Deerfield

MIGRATION & POPULATION STABILITY

Total Native Pop. 1970 1377 Population Density 22

Community Profile
Data Sheet

T	otal 1	Native Pop.	1970 1377	Popu	lation	Densit	y22.7	People	/Square Mil	e
Sk.	Born	NH	59	.0_		_	1			
8	***	North East	31	. 6	Popula	tion ²	1974		1561	
8	11	" Centi	ral 2	.8	% Pop.	Change	70-74		32.5%	•
Ą	. 11	South	1	.7	g · . "		60-70		65.0%	,
Ą	**	West	0	. 4						•
B	*1	Other	4	.5	Popula	tion Pr	ojections ³	1980	1,800	
શ્રુ	Pop.	in same Res	s		••		tı	1990	3,600	
	1949	or earlier	10	. 2	ii		\$1	2000	7,000	

School Age Population (0-18) for Year 4 '74-'75
Total Attending School 381
Total Not Attending for Various Reasons* 22

SCHOOL COMMUNITY INDICATORS, 1970 CENSUS⁵

Α.	Estimated number of school-age children 5-17	319
В.	Estimated number of disadvantaged school-age children 5-17	70
C.	Percentage of disadvantaged school-age children 5-17	21.99
D.	Estimated number of children ages 5-11	179
E.	Estimated number of children ages 12-13	49
F.	Estimated number of children ages 14-17	91
G.	Estimated number of pre-school age children under five (5)	117
н.	School growth index (ratio of pre-school age children	
	under five (5) to school-age children 5-17)	0.37
I.	School-to-community load index (ratio of school-age children 5-17	
	to the 18-64 .age group)	0.54
J.	Total census area population	1178
K.	Percentage of census area population non-white	0.85
L.	Average number of persons per household	3,5
Μ.	Percentage of children under 18 not living with a male parent	3.67

ADDITIONAL INFORMATION

Cost per pupil: 6 Year '73-'74 Elementary \$664.08 Middle/Jr. High \$899.13 **

Equalized Valuation per pupil: 7 \$48,390 Year 1972 Pupils 1973-'74

Transportation To Contiguous & Other Participating Districts 1

Existing Alternative Programs within District.

	rarononpe				D'ADCEACE.		
	•	Miles	1	Miles		None:	1974-'75
	Allenstown	17	Northwood	7			
	Candia	8	Nottingham	6			
	Epsom ·	8	Raymond	. 11			
÷	Hollis	40				<u>ځ</u> .	
	Hooksett	2 2		. 1	72		•



School District: Deerfield (cont'd) p.2 Additional Information

Community Profile Data Sheet

Family Income (% of Families):

										10,000-				
\$1,000	1999	2999 -	3999	4999	5999	6999-	7999-	8999-	9999	11,999	14,999	24,999	49,999	or more
4.6	2.3	4.3	2.0	2.3	5.6	3.9	10.0	10.9	2.3	18.4	13.4	16.5	, 3.3	0.0

Year Round Housing Units and Domicile Characteristics: 1

							•		
# Y	ear	9 Units	% Units	% Units-Shared	% Units-In-	% Units-No	% Units	% Units-without	% Units-No
Rou	ind	Unheated	Heated by	Bath or None	complete or	Piped Water	Cold	Toilet or Shared	Shower or
Uni	ts		Fire, Stove	٠.	Shared Kitch-		Water	. '	Snared Shower
					en	a			or Tub
40	09	0	10.3	10.5	5.9	5.9	8.1	12.2	13.4

Percent of Year Round Units by Persons Per Room:1

.50 or Less	.5175	.76 - 1.00	1.01 - 1.50	1.51 or More
51.8	16.6	10.8	14.1	6.7

Percent of Persons 25 Years and Older by Years of School Completed:1

, 	 \							·	•	
No/School	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll: 4	Coll. 5 or M	٥٣٥
		0201 3 0	021	01. 0	0101 > 11	0, 12	CO11. 1-3	CO11. 4	COII. J OI M	ore
1/1.2	0.9	1 2.8	' ጸበ	14 2	10 8	25.7	11 0	12.1	2 2	
1/	0.5	210	0.0	17.6	17.0	43.1	11.3.	14.4	3.3	- 4
1										

Housing Lacking Basic Facilities $\frac{8}{8}$ 11.6 $\frac{1}{8}$ of Work Force Unemployed $\frac{8}{8}$ 3.3 Yearly Average Income of Weekly Wage Earner in Private Industry $\frac{8}{8}$ \$ 6,627.00 Median Family Income $\frac{1}{8}$ \$ 10,196.00 Public Aid Per Capita $\frac{8}{8}$ \$ 6.37

ERIC Full fox a Provided by ERIC

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Deerfield

Footnotes for Community Profile Data Sheet

- 1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
- 2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
- 3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
- 4 Individual district's school census reports, Form A-16 for 1974-75.
- 5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
- 6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
- 7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
- 8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:

- a) Excused by School Board, State Board of Education or Commissioner of Education.
- b) Reached 14 or 16, completed elementary but not high school.
- c) Completed high school.
- d) Reached age 16 though not completed elementary school.
- **Calculated from individual district's Financial Report 1477.10
 Account and "Determination of Resident Pupil Membership."



(ATTACHMENT C3)

FIVE-YEAR COMPARATIVE CENSUS STUDY

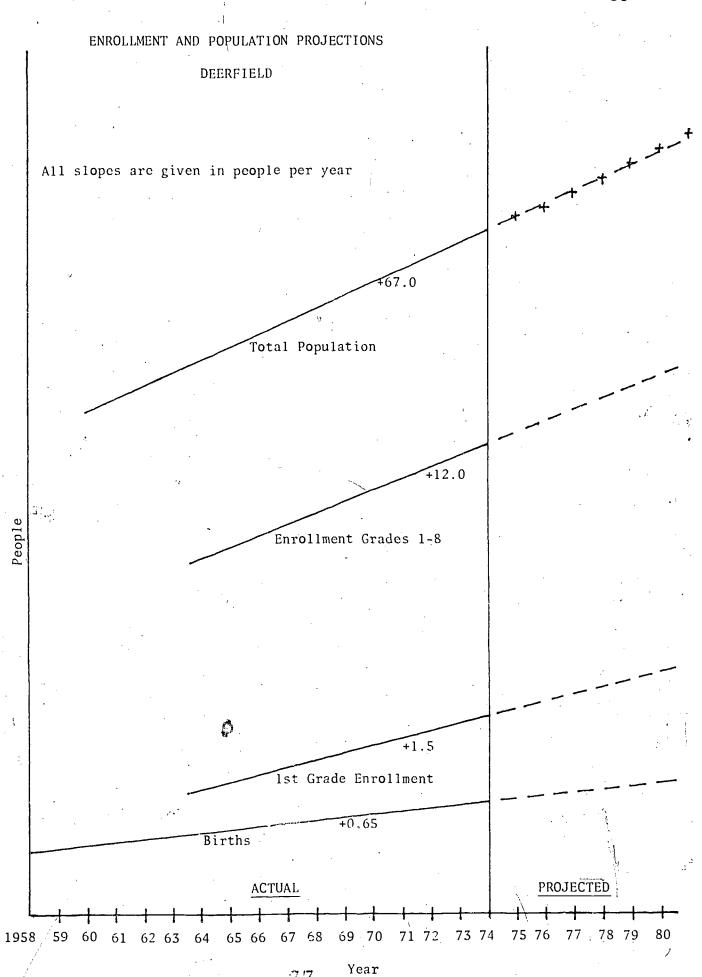
SCHOOL DISTRICT: DEERFIELD

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	28	22	20	26	19
Less Than 1 Yea		17	16	13	21
Age 1	2 2	24	23	20	24
2	15	25	23	24	19
3	31	17	27	23	32
4	25	38	22	2,8	29
5	23	26	38	24	30
6	24	. 23	26	38	37
7	3 3	28	26	33	36
8 9	29	32	26	\25	3 2
	37	34	34	34	25
10 11	28 31	4 0 2 7	3 1 4 4	36 35	3 0 3 8
12	29	2 <i>7</i> 3 2	27	33 44	30
1-3	25	31	37	28	41
14	28	24	31	38	26
15	25	32	28	34	38
16	27	24	29	25	32
17	20	23	22	26	27
Through 18	.25	18	25	17	5
Intough 10	. 2 3	10			3
Sub-Totals					
0 - 4	113	121	111	108	125
0 - 5	136	147	149	132	155
5 - 11	205	210	225	225	228
12-13	54,	63	64	7.2	73
14-17	100	103	113	123	123
5 - 17	359	376	402	420	424
6-18	361	368	389	413	399
Total 0-18	497	515.	538	545	554



^{*}From Bureau of Vital Statistics Records





Deerfield School District Summary Data Report

School Census Information (A16)

	PUBLIC	SCHOOLS	PAROCHTAL	SCHOOLS	OTHER	PRIVATE SCHOOLS	3
	Within	Outside	Within .	Outside	Within	Outside	•
	District	District	District	District	District	District	
*	5	6	7.	8	9	10	
Total No. of Chil-	-	**				-	,
Dren Ages 0-18							
As Of:							
Sept. 1, 1970				and the second s		2	
Sept. 1, 1971	340	5	, **	•		5	
Sept. 1, 1972	356	6				14	
Sept. 1, 1973	377					18	
Sept. 1, 1974	270	104			4	3	
•							

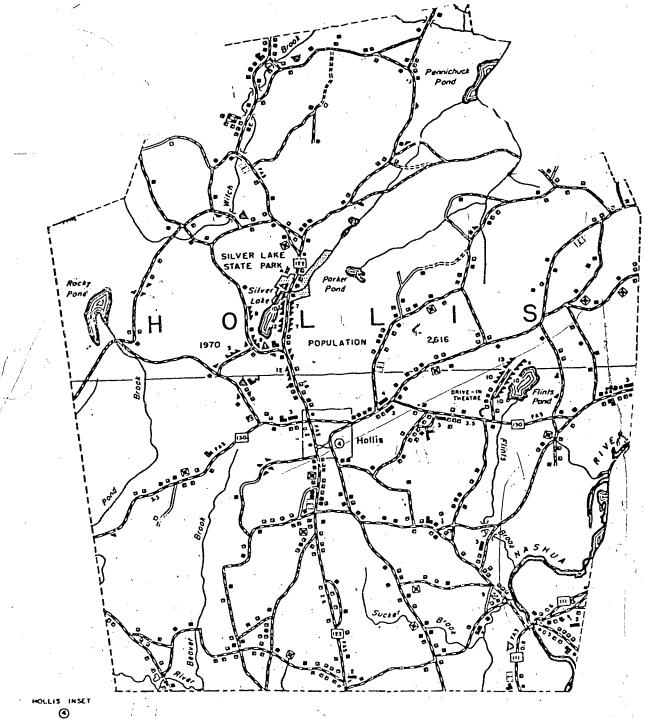
COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

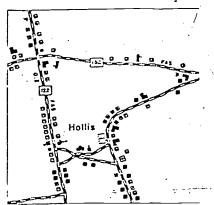
(Eligible for Vouchers)			′	(District's P	resent Public Sch	nool Loading)
Census	ADM	Census	•	Unrepeated -	Fall	ADM
Total	in Res.	Total		State	.Enrollment	in Attend.
Col. 5&6	Total	Col. 5-10		Registration	Total	Total
377	377.5	392		281	281	275.2

COMPARISON OF TUITION INFORMATION ('73-'74)

Tuition To:	(Fall Report) Elem. Mid/Jr. High	High School	(Determination Elem.	of Res. Pupil Mid/Jr. High	Member) High School
Easter Seal	2		1.8		,
Ns. Jacques	1	•	1.0		
Moore Ctr. (MARC)	1	•	1.0	*	
Manchester Central	· · · · · · · · · · · · · · · · · · ·	17-		<u> </u>	
Raymond		35			42.7
Manchester Memorial		2			
Coe-Brown Academy		26	· · · .		31.5
Oyster River		1	,		1.0
Pembroke Academy					4.0
Manchester			-		18.3







HOLLIS

COMMUNITY OF H O L L I S

Hollis lies along the Massachusetts border between Brookline and Nashua and is bounded to the north by Milford. Amherst, and Merrimack. It is 33.1 square miles and has a population of 2,998. It is still a predominately rural community with a distinct village center, but new homes and businesses are slowly replacing apple orchards and farmland.

The Hollis population is a homogenous one. 42.4% of the native Americans were born in New Hampshire and more than 25% of its residents have occupied the same home since 1949 or earlier. There are no racial or ethnic minorities and only 1.1% are foreign born.

Nearly 10% of the employed persons in Hollis earn their livelihood as farmers, farm managers or farm laborers. This is more than eight times the statewide figure of 1.2%. Professional, technical, and kindred workers comprise 23.7% of the town's work force in contrast to 8.4% throughout New Hampshire.

At \$10,549, the median family income in Hollis is nearly \$900 above the state median. Five families earn \$50,000 or more per year and nearly one-fourth earn over \$15,000 per year. However, 320 persons in families fall below the poverty level* and 106 families receive welfare or public assistance.

Hollis' 821 year round homes are neither markedly above nor below those of the state. 87% are single family dwellings.

The educational level of Hollis residents 25 years and older is better than the state. 23.3% have graduated from or gone beyond college. Only 3.6% have less than eighth grade schooling, while statewide the figure is more than twice as high.

The School Census report of September 1, 1974, shows a total of 774 children attending Hollis' three public schools. It also indicates that 18 children attend parochial schools outside the district, while 15 youngsters attend private 'pre-schools' within the district and five attend private schools outside the district.

September, 1974, enrollment figures show 373 students at the elementary school (grades 1-5), 349 students at the middle school (grades 6-8), and 402 students at the high school (grades 9-12). The enrollment figures for the middle and high schools included non-resident students from Brookline (202), Nashua (2), and Mason (1) for a total of 205 non-residents. Removing these students from the total enrollment figure of 1,124 leaves 919 Hollis students attending public schools within the district which does not at all compare with the 774 children indicated on the census report. This variation has been noted and is attributed to an incomplete census enumeration.



Hollis

*Poverty Level:

families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks) classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

School District: Hollis Community Profile Data Sheet MIGRATION & POPULATION STABILITY L Total Native Pop. 1970 2410 Population Density 79.0 People/Square Mile % Born NH 42.4 Population² North East 38.8 3050 Central 3.4 % Pop. Change 70-74 16.7 South 60~70 2.9 52.1 1.4 Other Population Projections 11.1 1980 5,100 % Pop. in same Res. 1990 11,500 1949 or earlier 26.1 2000 20,500 School Age Population (0-18) for Year⁴ '74-'75 Total Attending School 812 Total Not Attending for Various Reasons* SCHOOL COMMUNITY INDICATORS, 1970 CENSUS Estimated number of school-age children 774 Estimated number of disadvantaged school-age children $\bar{1}1\bar{1}$ Percentage of disadvantaged achool-age children 14.36 D. Estimated number of children ages 5-11 416 Ε. Estimated number of children ages 12-13 118 Estimated number of children ages 14-17 240 G. Estimated number of pre-school age children (5) under five 226 School growth index (ratio of pre-school age children under five (5) to school-age children 0.29 School-to-community load index (ratio of school-age children 18-64 / age group) to the 0.56 J. Total census area population 2616 . Percentage of census area population non-white 0.19 Average number of persons per household 3.5 Percentage of children under 18 not living with a male parent 4.40 ADDITIONAL INFORMATION Cost per pupil:6 173-174 Elementary 988.36 Middle/Jr. High \$ 889.41 High \$1,120.88 Equalized Valuation per pupil: 7 \$ 36,638 Year 1972 Pupils Transportation To Contiguous Existing Alternative Programs within & Other Participating Districts 1 District. None: 1974-'75 Merrimack 10 Allenstown 40 Milford 8 11 Amherst 5 Nashua 6 Brookline Pepperell, MASS 6 39 Candia Deerfield 44 Hooksett 35 83

School District: Hollis (cont'd) p.2 Additional Information

Community Profile Data Sheet

Family Income (% of Families):

Under	1000-	2000-	3000-	4000-	5000-	6000-	7000-	8000-	9000-	10,000-	12,000-	15,000-	25,000-	50,000
\$1,000	1999	2999	3999	4999	5999	6999	7999	8999	9999	11,999	14,999	24,999	49,999	or more
2.5	0.4	3.4	9.2	4.1	4.4	4.7	0.8	6.9	7.0	16.0	15.8	18.0	5.9	0.7

Year Round Housing Units and Domicile Characteristics: 1

Round	% Units Unheated	Heated by	Bath or None	complete or	Piped Water	Cold	% Units-without Toilet or Shared	1
Units		Fire, Stove	•	Shared Kitch- en		Water		Shared Shower or Tub
821	0.5	5.9	6.7	2.0	1.5	0.0	3.4	2.6

Percent of Year Round Units by Persons Per Room: $^{\rm l}$

.50 or Less	.5175	.76 - 1.0u	1.01 - 1.50	1.51 or More
60.2	24.1	10.2	4.4	1.2

Percent of Persons 25 Years and Older by Years of School Completed: $^{\rm l}$

1								
No School Grs. 1-4	Grs. 5 - 6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
0.5 0.7	1.0	. 1.4	7.5	14.8	34.3	16.6	18.5	4.8

Housing Lacking Basic Facilities & 2.9 % of Work Force Unemployed 8 Yearly Average Income of Weekly Wage Earner in Private Industry 8 Median Family Income 1 Public Aid Per Capita 8

\$ 4,477.00 \$10,549.00

Hollis

Footnotes for Community Profile Data Sheet

- 1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
- 2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
- 3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
- 4. Individual district's school census reports, Form A-16 for 1974-75.
- 5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C. December, 1972.
- 6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
- 7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
- 8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.

*Reasons for not attending school:

- a) Excused by School Board, State Board of Education or Commissioner of Education.
- b) Reached 14 or 16, completed elementary but not high school.
- c) Completed high school.
- d) Reached-age 16 though not completed elementary school.



(ATTACHMENT C4)

FIVE-YEAR COMPARATIVE CENSUS STUDY

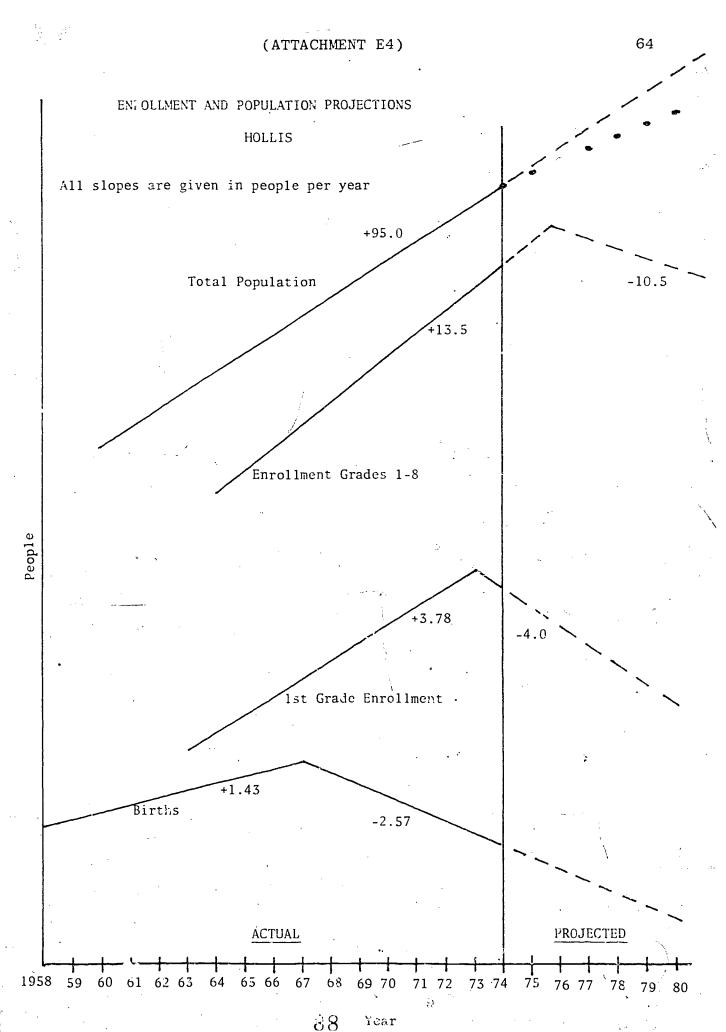
SCHOOL DISTRICT: HOLLIS

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

70-71	71-72	72-73	73-74	74-75
39	38	26	34	31
36 42 35 50 37 67 56 74 54 66 60 57 46 77 53 68 63 37 25	22 46 46 44 49 42 73 65 73 61 66 59 71 56 71 55 46 7	3 30 30 50 47 43 54 64 68 82 61 69 75 66 63 73 66 62 65	21 18 39 40 49 54 56 57 71 73 83 56 76 81 71 65 72 58 63	5 27 22 39 59 58 49 63 49 81 67 85 72 79 75 72 64 70 49
200 267 434 123 221 778 736	207 249 439 127 237 803 768	160 203 441 141 264 846 868	167 221 450 157 266 873 882	152 210 452 151 281 884 875
1003	101/	10/1	1103	1003
	39 36 42 35 50 37 67 56 74 54 66 60 57 46 77 53 68 63 37 25 200 267 434 123 221 778	39 38 36 22 42 46 35 46 50 44 37 49 67 42 56 73 74 65 54 73 66 61 60 66 57 59 46 71 77 56 53 71 68 55 63 65 37 46 25 7 200 207 267 249 434 439 123 127 221 237 778 803 736 768	36 22 3 42 46 30 35 46 30 50 44 50 37 49 47 67 42 43 56 73 54 74 65 64 54 73 68 66 61 82 60 66 61 57 59 69 46 71 75 77 56 66 53 71 63 68 55 73 63 65 66 37 46 62 25 7 65 200 207 160 267 249 203 434 439 441 123 127 141 221 237 264 778 803 846 736 768 868	39 38 26 34 36 22 3 21 42 46 30 18 35 46 30 39 50 44 50 40 37 49 47 49 67 42 43 54 56 73 54 56 74 65 64 57 54 73 68 71 66 61 82 73 60 66 61 83 57 59 69 56 46 71 75 76 77 56 66 81 53 71 63 71 68 55 73 65 63 65 66 72 37 46 62 58 25 7 65 63 200 207 160 167 267 249 203 221 434 439 441 450 123 127 141 157 221 237 264 266 778 803 84



^{*}From Bureau of Vital Statistics Records



Hollis School District Summary Data Report

School Census Information (A16)

(Determination of Res. Pupil Member

PUBLIC	SCHOOLS	PAROCHIAL	SCHOOLS	OTHER	PRIVATE SCHOOLS
Within	Outside	Within	Outside	Within	Outside
District	District	District	District	District	District
<u>5</u>	6	<u> </u>	<u>8</u>	. 9	10
707			. 8		8
726			9		6
778	1		10		4
826	2		9	2	1
774			18	15	5

COMPARISON OF 1975-1974 SCHOOL REPORTED DATA

(El i gible	for Vouche	rs)	(District's Pre	sent Public	School Loading)
Census	ADM	Census	Unrepeated	Fall	ADM
Total	in Res.	Total	State	Enrollment	in Attend.
Col. 566	Total	Col. 5-10	Registration	Total	Total
828	853.0	840	1126	1078	1045.3

COMPARISON OF TUITION INFORMATION ('73-'74)

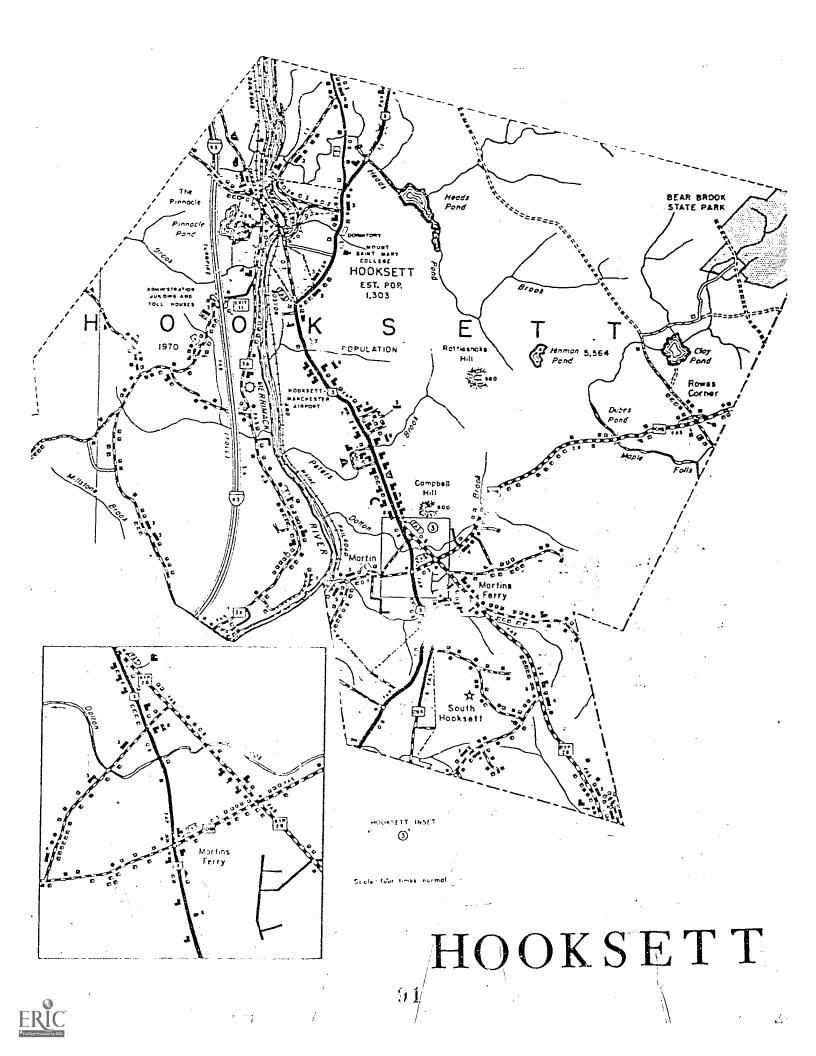
	(Fall Reg	port)	(Determination of Res. Pupil Member					
ion To:	<u>Elem</u> .	Mid/Jr. High	High School	Elem.	Mid/Jr.High	High School		
Ridge SchVt. Hope	3		· 1	2.0		1.0		
Residents		. '						
loned From:					80.9	110.0		
shua (Parents F	Pav)			0.4		4.0		

 $90 \cdot$



No. of Chil-Ages 0-18

1, 1970 1, 1971 1, 1972 1, 1973 1, 1974



COMMUNITY OF

HOOKSETT

Hooksett's geographic location set the direction for the town's growth. Situated on the Merrimack River between Concord and Manchester. Hooksett's waterways, rails and road transportation wave rise in the 1800's to flourishing industrial activity. Once canals and locks linked Boston, via the Charles River, and Concord, New Hampshire; and the town was then the scene of much tourist and business trade.

There are 37.1 square miles of land area in Hooksett. Manchester, Auburn, Candia. Deerfield, Bow, Dunbarton, and Goffstown are its bordering communities. Hooksett has 150.0 people per square mile as compared to 81.7 overall for New Hampshire. It is the most densely populated of the five towns seeking funds to establish an education voucher demonstration.

60.2% of the native American residents of Hooksett were born in New Hampshire and 18.1% of the total population have resided in the same dwelling since 1949 or earlier. No Blacks or Spanish-Americans are numbered among the 6,576 inhabitants but 3.8% of the population is foreign born.

Hooksett's employment profile reflects a concentration in business and industry and the town's proximity to an urban center. 18.2% of the employed persons co work of a clerical nature and 30.9% work in the industry related jobs of craftsmen, foremen, and non-transport operatives.

Hooksett families have a median income of \$10,456. 51.9% of the families have an income of between \$10,000 and \$25,000 per year. Six families have earnings in excess of \$50,000.

343 persons in families are below the poverty level.* 266 families and 10 unrelated persons receive public assistance or welfare benefits. \$445,900 is expended for these purposes.

There are 1.677 year round housing units in Hooksett. Nearly 80% are single family dwellings. The incidence of poorly accommodated homes is somewhat less than that of the state.

11.9% of the Hooksett residents over 25 have completed ress than an 8th grade education; for the state that figure is 9.3%. 52.5% have at least a high school education while statewide the figure is 57.6%.

The Hooksett school district supports two elementary schools and one junior high school. Enrollments in September, 1974, for these schools were: Jr. High - 253 students, Fred C. Underhill Elementary (1-6) 393 students, and Hooksett Village Elementary (1-6) - 365



students. Hooksett students at the secondary level attend, under short term tuition contracts, the following schools: Manchester Central - 336 students; Manchester West - 41 students; Raymond - 1 student, and Pembroke Academy - 16 students. In addition, seven elementary, one junior high and one high school student attend private schools outside the district for which the district assumes taition liability. This accounts for a total of 1,405 school age children attending public schools within or outside the district and nine attending private schools outside the district.

The census report of September 1, 1974, indicates a total of 1,398 children attending public schools within or outside the district. The difference of seven children may be accounted for by either non-residency or incompleteness of census enumeration. This report also shows that 31 children attend parochial schools within the district, although there are none, and £1 attend parochial schools outside the district. There are 36 pre-schoolers attending private schools within the district, as are one 15 year old and one 18 year old. 32 children attend private schools (pre-school or other) outside the district.

*Poverty Level: families or unrelated individuals (except college students in dormitories or members of the Armed Forces in barracks classified as being below the poverty level using the poverty index adopted by the Federal Interagency Committee in 1969.

6676

20.0%

49.9₺

14,000

19,500

24,000

Community Profile

Data Sheet

1980

1990

2000

(ATTACHMENT B5) School District: Hooksett MIGRATION & POPULATION STABILITY 5336 Population Dersity 150.0 People/Square Mile Total Native Pop. 1970 % Born NH 60.2 Populacion Growth 2 1974 North East 22.7 1.6 % Pop. Change 70-74 Central $\frac{1.5}{1.5}$ 60-70 South 0.8 West Population Projections Other 13.2 3 Fop. in same Res. 1949 or earlier 18.1 School Age Population (0-18) for Year4 174-175 Total Attending School 1562 Total Not Attending for Various Reasons* SCHOOL COMMUNITY INDICATORS, 1970 CENSUS Estimated number of school-age children

1461 271 B. Estimated number of disadvantage school-age children Percentage of disadvantage school-age children 18.58 C. Estimated number of children ages 5-11 857 Estimated number of children ages 12-13 225 Estimated number of children ages 14-17 F. 379 Estimated number of pre-school age children 502 School growth index (ratio of pre-school age children under five (5) to school-age children 0.34° School-to-community load index (ratio of school-age children I. 0.46 to the 18-64 age group) 5564 Total census area population J. 0.47 Percentage of census area population non-white 3.5 Average number of persons per household. Percentage of children under 18 not living with a male parent 5.15

ADDITIONAL INFORMATION

Cost per pupil:6 '73-'74 Elementary Year \$807.70 Middle/Jr. High \$786.13 High \$950.58

Equalized Valuation per pupil: 7 \$ 36,031 1972 Year Pupils

Transportation To Contiguous & Other Participating Districts 1

Miles Miles 9 Allenstown 7 Dunbarton Auburn 12 Goffstown 10 38 Bow 8 Hollis Candia 13 Manchester Deerfield 22

Existing Alternative Programs within District.

None: 1974-'75





Community Profile
Data Sheet

d) p.2 Additional Information

Income (% of Families):

				_			<u> </u>							
1	1000-	2000-	3000=	4000-	5000-	6000-	7000-	8000-	9000-	10,000-	12,000-	15,000-	25,000-	50,000
I	1999	2999	3999	4999	5999	6999	7999	8999	9999	11,999	14,999	24,999	49,999	or more
1	2.5	4.1	8-2	11.7	3.0	5.8	6.8	8.4	8.6	23.2	14.3	14.4	2.9	0.4

Round Housing Units and Domicile Characteristics: 1

				_ `			
% Units	% Units	* Units-Shared	% Units-In-	% Units-No	% Units	% Units-without	% Units-No
Unheated	Heated by	Bath or None	complete or	Piped Water	Cold	Toilet or Shared	Shower or
	Fire, Stove		Shared Kitch-		Water		Shared Shower
.	1		en	_			or, Tub
0	2.7	4.6	2.6 ·	0.7	2.9	1.1	1.7

nt of Year Round Units by Persons Per Room:1

Less	.5175	.76 - 1.00	1.01 - 1.50	1.51 or More
8	17.7	24.4	6.3	1.9

nt of Persons 25 Years and Older by Years of School Completed: 1

nool	Grs. 1-4	Grs. 5-6	Gr. 7	Gr. 8	Grs. 9-11	Gr. 12	Coll. 1-3	Coll. 4	Coll. 5 or More
5	1.9	4.7	4.5	17.8	18.0	33.2	10.1	6.6	2.6

ng Lacking Basic Facilities⁸
Work Force Unemployed ⁸
Y Average Income of Weekly Wage
her in Private Industry ⁸
h Family Income ¹
c Aid Per Capita ⁸

\$ 2.8 \$ 4.4 \$ 8,241.00 \$ 10,456.00 \$ 6.75 90



Hooksett

Footnotes for Community Profile Data Sheet

- 1. "Proposal to Fund the Study & Planning of the Educational Voucher System in New Hampshire," July 12, 1974.
- 2. 1974 Resident Population Figures prepared by the Office of Comprehensive Planning, Concord, NH.
- 3. "Population Projections of New Hampshire" prepared by Anderson-Nichols & Co., Inc. for N.H. Department of Resources & Economic Development, May, 1969.
- 4. Individual district's school census reports, Form A-16 for 1974-75.
- 5. "School and Community Indicators, 1970 Census" prepared under contract financed by ESEA, Title I P.L. 89-10 for Title I, ESEA Division of Instruction, Department of Education, State of New Hampshire by Applied Urbanetics, Inc., Washington, D. C., December, 1972.
- 6. "Preliminary Costs per Pupil for purposes of 1974-75 Tuition," NHSDE Division of Administration, December 2, 1974.
- 7. "1972 Equalized Valuation per Pupil 1972-73 of New Hampshire School Districts," NHSDE Division of Administration, June 11, 1974.
- 8. "Educational Disadvantage in New Hampshire" by Whittemore-Abelson, 1975.
- *Reasons for not attending school:
 - a) Excused by School Board, State Board of Education or Commissioner of Education.
 - b) Reached 14 or 16, completed elementary but not high school.
 - c) Completed high school.
 - d) Reached age 16 though not completed elementary school.
- **Calculated from individual district's Financial Report 1477.10
 Account and "Determination of Resident Papil Membership."

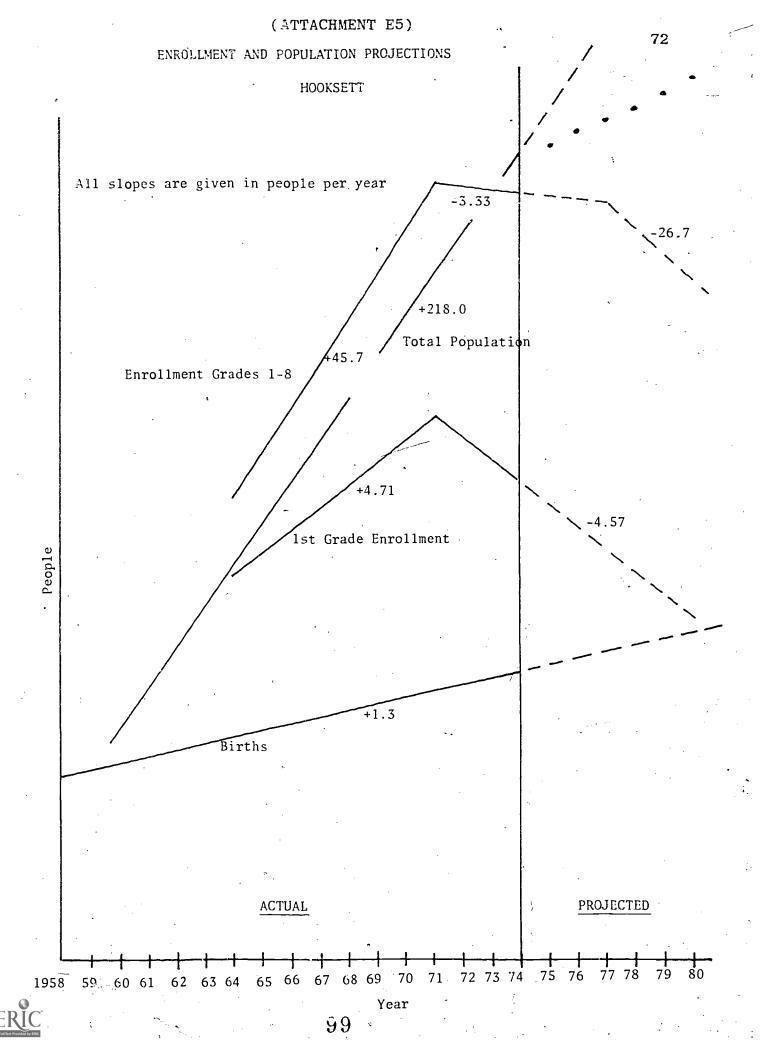
FIVE-YEAR COMPARATIVE CENSUS STUDY

SCHOOL DISTRICT: HOOKSETT

DATA FROM SCHOOL CENSUS REPORT (FORM A-16)

AGE GROUP	70-71	71-72	72-73	73-74	74-75
*Resident Live Births	86	92	65	70	75
Less Than 1 Year	80	. 87	62	48	71
Age 1	100	88	94	5.5	73
.2	74	94	104	77	88
3	116	90	106	103	99
4	108	116	97	102	120
5	122	99	. 121	113.	115
6	133	128	112	112	118
7	141	133	130	109	129
8	118	134	137	135	121
9	130	1.09	143	127	133
10	128	142	113	135	141
11	120	121	145	120	135
12	112	121	119	136	108
13	115	109.	123	111	146
1 4	128	114	120	117	135
15	80	104	118	115	120
16	98	89	110	129	107
17	63	8 1	100	101	103
Through 18	61	47	76	60	4 3
Sub-Totals					
0- 4	478	475	463	385	451
0- 5	600	574	584	498	566
5-11	892	866	901	851	8 9.2
12-13	227	230	242	247	254
14-17	369	388	448	462	465
5 - 17	1488	1484	1591	1560	1611
6-18	1427	1432	1546	1507	1539
Total 0-18	2027	2006	2130	2005	2105

^{*}From Bureau of Vital Statistics Records



Hooksett School District Summary Data Report

School Census Information (A16)

Total No. of Children Ages 0-18 As Of:	PUBLIC Vithin District 5	SCHOOLS Outside District 6	PAROCHIAL Within District 7	SCHOOLS Outside District	OTHER Within District	PRIVATE SCHOOLS Outside District 10
Sept. 1, 1970 Sept. 1, 1971 Sept. 1, 1972 Sept. 1, 1973 Sept. 1, 1974	981 970 1005 1176 1167	277 326 409 202 231	2 24 31	116 109 85 53 61	14 10 41 14 40	16 8 57 21 32

COMPARISON OF 1973-1974 SCHOOL REPORTED DATA

(Eligible	for Vouchers		(District's	Present Public	School Loading)
Census	ADM	Census	Unrepeated	Fall	ADM
Total	in Res.	Total	State	Enrollment	in Attend.
Col. 5&6	Total	Col. 5-10	Registration	n Total	Total
1378	$\overline{1420.2}$	1490	1050	1039	10317

COMPARISON OF TUITION INFORMATION ('73-'74)

	(Fall Re	port)		(Determina	ition of Res. Pup:	il Member
Tuition To:	Elem.	Mid/Jr. High	High School	Elem.		High School
Pine Haven	2	<u> </u>		3.0		11.81. 00.001
SS for R. Derry	2		•	2.0	•	
Easter Seal	1 .	•		3.0		•
Crotched Mt.	1	. •	•	1.0		
Amoskeag School	2					
Manchester Rehab (MARC).	1		مسرد درون ام دون	1.0	nakaman u	
Pembroke Academy				110		12.9
Amer. SchDeaf					•	0.8
Manchester		•		1.0		367.9
Non Residents	Ţ					307.3
Tuitioned From:						
Auburn	,			0.4	•	
Candia (Parent Pay)		•		V • 4	3.7	
•			•			

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 $\underline{S} \ \underline{E} \ \underline{C} \ \underline{T} \ \underline{I} \ \underline{O} \ \underline{N}$ ΙI EDUCATIONAL ALTERNATIVES 102

EDUCATIONAL ALTERNATIVES

The necessity to define alternative follows from the concept of "choice" as defined elsewhere. In the N.H. Voucher Model each parent must be able to choose education for his child. In order to choose, there must be more than one school; consequently, there must be an alternative school, or better yet, many school options. The question is what constitutes this "alternative" or, more precisely, this "alternative school."

All parents must be able to send their children to an approved public or private non-sectarian school other than the local neighborhood school to which the children are presently assigned or assignable. This means that the voucher value must be sufficiently high so that the voucher will cover the total cost (tuition and transportation) of attending at least two such approved schools. It does not mean nor imply that the voucher has to cover the cost of attendance at more than two alternative schools although it may.

Alternative is not used, when applied to schools, to refer to "alternative schools" in the restricted technical sense of a school which offers an educational program opposed to the usual conventional curricula which are not customarily available in most public and private schools.



lalternative as used in these position papers when referring to a school (or as otherwise used) applies specifically to suppliers or sellers of educational services. To use the language of RSA-194, the parent must be able to choose between, at least, two "eligible providers." An alternative exists if the voucher provides the parent with the option of sending his child to more than one "eligible provider." No further reference or elaboration need be made to staff, program, or facilities. It is assumed that at least two such autonomous eligible providers is sufficient to generate a supply response in terms of such variables as staff, curriculum, and facilities—if the strength of demand should so warrant.

The voucher value should cover the total educational expense of the student at two or more approved schools within the geographical area for which free transportation is already publicly provided. The alternative approved schools in such event, however, must actually be schools as elsewhere previously defined, i.e., they must be so recognized or accepted by the State Board of Education. A school district will give parents sufficient voucher dollars so that they can effectively choose an approved school other than the neighborhood school, regardless of whether the local school is organized into special programs, exotic groupings, or what have you.

On the other hand, a community may meet the "alternative school" requirement by creating, or by continuing to maintain, at least two State Board recognized public schools of the same grade level in the local community. These schools need not be geographically separated, although they may and probably will be. Two duly constituted approved schools might possibly share some joint physical facilities and some staff. The important criterion whereby to judge the existence of two alternative schools is "is each as capable as the other in every aspect of reacting independently to parental demand in terms of personnel, curriculum, staff, and facilities?"

No district is required to operate two such independent schools—or even one. All that is required is that the district's voucher plus the provision for free transportation be sufficient to allow the parent to choose between at least two recognized schools somewhere within the U.S., either locally or distantly. Where alternatives are provided outside the district, the question of independence is moot.

EDUCATIONAL ALTERNATIVES

Purpose

The New Hampshire Education Voucher Model prescribes that parents be afforded choice between two alternatives for each child for education at public or private non-sectarian schools.

Although the Model states that these alternatives may be selected from a full range of public and private non-sectarian schools in the United States which meet with the approval of the New Hampshire State Board of Education, it was felt that a sufficient number of alternatives could be identified among the schools in the voucher district and in those districts contiguous to the voucher district.

Procedure

In order to provide voucher parents with an awareness of the existing alternatives for public and private non-sectarian education within their own voucher districts and in those districts contiguous to the voucher district, we identified the schools in question (See Attachment G), queried them through their superintendents and local boards as to their willingness to accept voucher students, and requested that they complete a school descriptive statement.

The school descriptive statement (See Attachment H) was developed to facilitate the collection of data from which descriptive statements of educational alternatives could be drawn for parents.

The school descriptive statement was reviewed and critiqued by the superintendents of the voucher district, our staff, and consultants.



The school descriptive statements will be mailed to principals under a cover letter indicating our willingness to assist them if they so desire. Upon receipt of the completed statements at our office, a narrative statement will be written summarizing the important facts about the school.

School administrators and teachers in the voucher district schools will review the descriptive summary as written by our staff and be provided an opportunity for whatever update or corrections they deem necessary.

In the contiguous district schools, the review, update/correction will be done by administrators only.

A collection of these narrative descriptors will be bound in a catalog for presentation to parents from which they will choose the alternative for their child.

This summary for each school will include:

GENERAL INFORMATION - school name, address, phone number, principal's name, date school was founded or built, capacity of the school, grade levels contained in the school and whether the school is public or private, non-sectarian, tuition.

ADMISSIONS CRITERIA - a statement of the school's admission's criteria, if any.

ORGANIZATION OF THE SCHOOL - traditional, open, individualized.

GOALS OF THE SCHOOL -

SPECIAL PROGRAMS AND SERVICES - guidance, tutoring, speech therapist, etc.

EDUCATIONAL POLICIES - grading, ability groupings, homework.

CO-CURRICULAR ACTIVITIES - field trips, clubs, organizations.

STAFF DATA - instructional, administrative and special, experience, degrees, turnover.

STUDENT EVALUATION - type of, frequency, parent involvement.

PARENT/SCHOOL INVOLVEMENT - PTO, volunteers.

PHYSICAL FACILITIES - gymnasium, cafeteria, music room, etc.



RESULTS

As of this writing, of the eleven superintendents contacted

(by mail, phone, and personally)

in New Hampshire and one

in Massachusetts--in regard

the principals of approximately 70 public schools in mions in contiguous distriction

nine superintendents have responded.

Of the mine responding:

- --- two have granted blanket permission to survey the principals in their union.
- --one indicated that he would consider receiving students on a case-by-case basis at one high school only in his district--the other schools, elementary through high school, are overcrowded.
- --two denied permission because of existing overcrowded conditions and/or local board policy not to accept tuition students.
- --the remaining superintendents have acknowledged our request but must await a decision by their local boards which we anticipate before the end of August.

A direct request for completion of the school descriptive statement is being made to the directors of the private schools both in the voucher district as well as those contiguous.

Contact was made with the superintendent of the Diocese of Manchester relative to participation in the project. Due to the fact that sectarian institutions will not be allowed to participate, it was felt that requesting completion of the school descriptive statement at this time would be an imposition on the local school administrators within the Diocese.

CONCLUSION

The school descriptive statements and the form letters to principals have been printed and will be disseminated to those





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principals for which we received permission during the first week of August and thereafter upon additional receipt of permission from superintendents.

Needless to say, we are in the hope of receiving positive responses from the superintendents who local boards have not met as of this date. Assuming such a positive response, we anticipate a complete turnaround from dissemination of the school descriptive statements to the principals, receipt of the completed statements from the principals, and the return to them for review our summary statement by the end of September. The principals, et al, will return their corrected copy to us where we will retain it on file until further updating is requested of them during the spring of 1976.

This copy will then be printed for dissemination among the parents in the voucher district.

Contiguous Districts Public Schools - New Hampshire

DISTRICT	SCHOOL	GRADES	ADMINISTRATOR
Amherst	SU #41 - Roland L. Clark Harold H. lkins Middle	Schoepf, Sup 1-2 3-4 5-7	t HOLLIS Richard Elbert Richard Elbert Paul D. Collins
Auburn	SU #1: R. C Village	awley, Supt. 1-8	- HOOKSETT Bernard T. Cote
Bow .	SU #19 - Antonio G. Memorial	Paradis, Su K-9	pt GOFFSTOWN John T. Lyford
Brookline	SU #41 - Roland L. Elementary		
Chester	SU #14 - Francis C. Grammar	Wilson, Sup 1-8	t EPPING Arthur G. Scott, Jr
Dunbarton	SU #19 - Antonio G. Elementary	Paradis, Su	pt GOFFSTOWN William Zeller
Epsom	SU #53 - Gerald A. Central	Croteau, Sup Ung., 7-8	t PEMBROKE Raymond Bourque
Goffstown	SU #19 - Antonio G. High Upper Elementary Bartlett Maple Avenue	5-6',Sp. 1-4	pt GOFFSTOWN Robert O. Moulton William H. Brendle Leon J. Cote Wayne L. Evans
Manchester	SU #37 - Henry J. M Central High Memorial High West High Hillside Jr. High Parkside Jr. High Southside Jr. High Ash Street Bakersville Brown Primary Brown Middle Chandler Goffe's Fall's-Highl Gossler Park Green Acres Hallsville Jewett Maynard Parker-Varney Pearl Street	9-12 9-12 7-8 6-8 7-8 Special K-6,Sp. K-2 3-5 K-6	Leonard F. Foley Charles J. Quinn George R. Campbell Arthur B. Whitmore William A Varkas Joseph G. Flynn
		09	

Contiguous Districts (cont'd) Public Schools - New Hampshire

DISTRICT	SCHOOL	GRADES	ADMINISTRATOR
Manchester.			
manchester.	Smyth Road	K-6	Michael J. Murphy, Jr
	Straw /	K-6	Dudley W. Walsh
	Varney		Conrad Fortin
<i>3</i>	Webster	K-6	Walter L. Mahan
•	Weston	K-6	Roger A. Guillemette
•	W		John O'Malley
	ville	1 3	Roger A. Guillemette
	Center City Community	K-6	Edward Ganem
Merrimack	SU #26 - Claude H. Lea		t BEDFORD
	High	9-12	H. Dana Taylor
	Mastricola Middle	6-8	Ralph Smith, Jr.
	James Mastricola		
	Elementary		Paul Lashua
•	Reed's Ferry		Kenneth Taylor
	Thornton's Ferry	1-5,Sp.	Chester Buck
Milford	SU #40 - Julius J. D'A		
•	Area Senior High	9-12	Ronald R. Berry
· •	Area Junior High	7-8	James R. Stetson
	Garden Street		Doris Rebidue
	Lt. Jacques Memorial		Doris Rebidue
	Bales Elementary	5–6, 🤄 .	Doris Rebidue
Nashua	SU #42 - Berard Masse,	Supt	JASHUA
	Senior High	9-12	Thomas Stylianos
	Fairgrounds Jr. High	7-8	Lawrence E. O'Mara
,	Spring Street Jr. High		Charles Cote
	Amherst Street	1-6	Joan Murphy
•	Arlington Street	1-6	Joan Murphy
	Birch Hill	1-6	Phyllis R. Bryant
.1 .	Broad Street	1-6	Nicholas Kontinos
A Comment	Charlotte Avenue	1-6	Walter Toohig
•	James B. Crowley,	1-6,Sp.	Thomas M. Huskie, Jr.
	Fairgrounds Elementary	1-6	Katherine E. Sweeney
	Ledge Street	1-6, Ung.	George Farris
	Main Dunstable	1-6	Peter Kageliery
•	Mt. Pleasant	, 1-6	Gloria Egan
•	New Searles Road		Mary C! Small
	Sunset Heights		Charles Katsohis
w.	Temple Street	1-6,Sp.	William Volante
Nottingham	SH #44 Chamles H Wa	and n O-	+ HADMINGTON
Nottingham	SU #44 - Charles H. Mo		
	Elementary	1–8	Charles C. Karacas
Northwood	SU #44 - Charles H. Mc	roan Zun	+ _ FARMINGTON
HOL CHWOOD	Elementary	1-8	Thomas Conway
	LL Chicitout y	- -0	Inomas Conway

Contiguous Districts (cont'd) Public Schools - New Hampshire

DISTRICT

SCHOOL

GRADES

ADMINISTRATOR

Pembroke

SU #53 - Gerald A. Croteau, Supt. - PEMBROKE Elementary 4-8 Hill.

Rene Demers 1-3, Sp. Rene Demers

Pembroke Academy

9-12

William H. Marston

Raymond

SU #15 - David R. Cawley, Supt. - HOOKSETT Consolidated High 7-12 John J. Ca

Consolidated High

John J. Callaghan

Consolidate: Elementary 1-6

Edward Donovan

Approved Public Academies

Coe-Brown Academy

9-12

B. Lee Mason

Voucher Districts Public Schools - New Hampshire

DISTRICT

SSCHOO: - ADDRESS

GRADES

ADMINISTRATOR

Allenstown

3 - Gerald A. Croteau, Supt. - PEMBROKE

Constown Elementary School

O South Main Street

'uncook, NH 03275

1. 1. 485-9574

1-5

John Larkin

mer Elementary School

10 School Street

Suncock, NH 03275

485-4474

6-8

John Larkin

Candia .

SU = - David R. Cawley, Supt. - HOOKSETT Moor School

Cardia, NH 03034

Te : 433-2251

Timothy L. Sweeney

Deerfield

SU #53 - Gerald A. Croteau, Supt. - PEMBROKE

George B. White School

Deerfield, NH 03037

Tel. 436-7422

1-8

Frederick Champion

Voucher Districts (cont'd)
Public Schools - New Hampshire

DISTRICT SCHOOL - ADDRESS GRADES ADMINISTRATOR Hollis SU #41 - Roland L. Schoepf, Supt. - HOLLIS Hollis Elementary School Hollis, NH 03049 Tel. 465-2260* 1 - 5Gordon Bean Hollis Middle School Hollis, NH 03049 Tel. 465-2223 6-8 Robert McGettigan Hollis High School Hollis, NH- 03049 Tel. 465-2270 9-12 Bruce Morrison SU #15 - David R. Cawley, Supt. - HOOKSETT Hooksetta Fred C. Underhill School Martins Ferry Road Manchester, NH 03106 1-6Tel. 623-7233 George P. Sullivan Hooksett Memorial School D.W. Highway Hooksett, NH 03106 Tel. 485-9959 John H. McCarthy III Hooksett Village School Hooksett, NH 03106

Frederick Reischer

Tel. 485-9890

Contiguous Districts Approved non-public elementary and secondary schools - New Hampshire

DISTRICT	SCHOOL	GRADES	PRINCIPAL
Manchester	The Derryfield School Miss Jacques Private School	7-12 K-8	Ralph J. Scozzafava Aliette Jacques
e e e e e e e e e e e e e e e e e e e	N.H. Youth Development Center	7-10	Michael Morello
Nashua	Mautabon School Nashua Christian High School	9-12 7-9	Ruth B. McKay George
Northwood	Northwood Christian School	1-6	Robert E. Chandler
Suncook	Pembroke Place	7-12	Ernest L. Freeman

Approved non-public special education schools and programs

DISTRICT

SCHOOL

PRINCIPAL

Manchester

Easter Seal Rehab. Ctr.

Larry Gammon

*Miss Jacques Private School

Aliette Jacques

Nashua

**Mount Hope School

Jon C. Gale

*Approved for Mentally Retarded and Learning Disabled only.

**Approved for Educable Mentally Retarded and Trainable Mentally Retarded only.

Approved development centers in N.H. servicing the handicapped in conjunction with the office of mental retardation

Manchester

Manchester Association. For Retarded Children-Moore Center Beverly Arel, Exec.

Director

Nashua

Mount Hope Development Ctr.

Jon C. Gale, Director

Apr Toved work activity programs in N.H. servicing the handicapped in compunction with the office of mental retardation'

Manchester

Manchester Association for Retarded Children-Moore Center

Beverly Arel, Exec.

Director

Mount Hope Rehab. Workshop-

Gardner Conley, Dir

(ATTACHMENT G)

Contiguous Districts Public Schools - Massachusetts

			· · ·
DISTRICT	SCHOOL & ADDRESS	GRADES	ADMINISTRATOR
Ashby	North Middlesex Regional E. Fox, Acting Superinter		District - Charles
	Ashby Elementary School Ashby, MA 01431	K-6	Alan Foresman
Pepperell	North Middlesex Regional E. Fox, Acting Superinter		District - Charles
	Clara M. Shattuck School Main Street Pepperell, MA 01463	1,2,4	William Smith
	Groton Street School Groton Street G⊤oton, MA 01463	1–2	William Smith
	North Middlesex Reg. Kindergarten Tarbell Street Pepperell, MA 01463	K	William Smith
	Peter Fitzpatrick, School Main Street Pepperell, MA 01463	1,3,4,5	William Smith ,6
	Spau ding Memorial School Main Street Pepperell, MA 01463	1 K-6	Norman May
Townsemd Harbor	North Middlesex Regional E. Fox, Acting Superinter		District - Charles
	North Middlesex Regional Jr Sr. High School Main Street Townsend Harbor, MA 014	7–12 169	Robert Hargraves

EDUCATION VOUCHERS STUDY/PLANNING PROJECT

SCHOOL DESCRIPTIVE STATEMENT

	_					, ·	
NAM	E:(individual completing this f	orm)		date co	mpleted		
					•		
. GEN	ERAL INFORMATION			1.			
Sch	col Name:		: 				
Sch	ool Address:			· .	 	<u>.</u>	_
Sch	ool Phone Number(s):			1,	*		,
Sch	ool Administrator:				· · · · · ·		· —
Dat	e when school was founded or built	::		· -	<u> </u>	<u>.</u>	- : .
C-1-	the state of the s			. .	non-nro	ofit org	ani
Sqn	ool Sponsor:			CIOII,	public organiz	Duara,	Ter.
STU	DENT COMPOSITION		c.	gious	organiz	zacion	rer.
STU	DENT COMPOSITION (The school is (check one) coed	, a	all boy_	gious	organiz	zacion	rer.
STU	DENT COMPOSITION The school is (check one) coed The current student enrollment by	, a, a	all boy_ or age i	gious s as fo	all girl	L	rer.
STU	DENT COMPOSITION The school is (check one) coed The current student enrollment by	, a, a	all boy_ or age is age or	gious s as fo	all girl	L	rer.
STU	DENT COMPOSITION The school is (check one) coed The current student enrollment by pre-school (enrollment) (cl	, a, a	all boy_ or age is age or	gious s as fo	all girl	L	rer.
STU	DENT COMPOSITION The school is (check one) coed The current student enrollment by pre-school (enrollment) (clage or K	, a, a	all boy_ or age i age or age or	s as fo	all girl	L	rer.
STU	DENT COMPOSITION The school is (check one) coed The current student enrollment by pre-school (enrollment) (clage or K age or 1 age or 2 age or 3	, a, a	all boy_or age or age or age or age or age or	gious s as fo 7 8 9 10 -11	all girl	L	Terr
STU	The school is (check one) coed The current student enrollment by pre-school (enrollment) (cl age or K age or 1 age or 2	, a, a	all boy_ or age is age or age or age or age or	gious s as fo 7 8 9 10 -11	all girl	L	rer.



(number)

D.	Ident	ify factors t	hat determin	e cla: "ize	•		• .	-
	(1)	*	• 4				·	· -
	(2)							
	(3)				,			
E.	The t	otal pupil cap	pacity of the	e school is		-		
F.		chool program	<u>-</u>		(number)	onts		
F.					more scud	encs.		•
	(1)	Circle one.	TRUE	FALSE				. 🔨
	(2)	If TRUE, ider	ntify how man	ny more stud	ents could	d be acc		number)
G.	The s	chool serves a	a "special" :	student popu	lation.		`	
	(1).	Circle one.	TRUE	FALSE		•		
	(2)	If TRUE, the			icapped	<i>j</i> -		
		·	(c)	neck here) gift	•	number)		
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	•		· -	отле	r, identi	- Y		
				<u> </u>	· .			
н.	Plans	are now in pr	cocess for in	ncreasing or	decreasi	ng studer	nt enrol	lment.
	(1)	Circle one.	TRUE	FALSE	(increase	, ,c	lecrease) [*]
	(2)	If TRUE, plea			rease or o	decrease	will re	sult and
			. •			1	· /_ /	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
) 						-;	./ 😘	
ADM	IISSION	S CRITERIA					 	·
Α.	This	school has adm	issions crit	ceria.				
	•	Circle one.	TRUE	FALSE	÷	· · · /		
							· ·	/
	(2)	If TRUE, plea	ise list crit	eria.		T		
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-			<u> </u>	·			<u> </u>	•
	17.	···	<u> </u>	· · · · · · · · · · · · · · · · · · ·	 	· · · -	•	
					•			

III.

В.	This school has an admissions waiting list.	•
	(1) Circle one. TRUE FALSE	
	(2) Identify number	•
FAC	LITY	
A.	Please identify which of the following facilities are available school:	at your
	auditorium outdoor play area science	lab
	gym indoor play area language	
· ,	cafeteria music room vocations	
	library art room general of	classroo
	conference rooms other	
Oth	r comments on facility:	· ·
		•
SCHO	OL STAFFING	
	Discourant the number of school instructional staff. full-ti	
Α.	Please note the number of school instructional staff: full-time	
	part-ti	1
	par o car	
	(1) Please note the number of school administrators on staff:	
	full-timepart-time	٠
+3	(2) Please note the number of specialists and type of special on staff and whether they are part-time or full-time:	ist
±		
		ς,
		•
		 ·
В.	Please note criteria by which staff is hired for instructional attractive positions - i.e., state certification, degrees, special etc.	and admi skills,
•		
C	Please note the number of teachers and administrators that are	currentl
	the school staff with: FULL-TIME PART-TIME	¥
	Special credentials	
	Fachelors	_ _
		_
	Tachelors blus graduate work ————————————————————————————————————	_
	Fachelors plus graduate work ————————————————————————————————————	
	Eachelors plus graduate work Easters Masters plus graduate work	



-1₁₈

\$ from foundations

		\$ from school-sponsored events
		\$ from other sources
	E.	Please indicate total monies spent in school 1974-1975, \$
JII.	TRAI	NSPORTATION
	Α.	Please identify the transportation policy for your school. (Attach, if lengthy document.)
٠	.; 	
	В.	Please indicate type and number of students using the following:
A most in		(Please check) walk to school (number)
		private carrier (school coordinated)
,	:	public carrier
•	•	parent provided
		student provided
	c.	Please indicate the annual per pupil cost for transportation \$
III.	SCH	OOL/PROGRAM GOALS
	A.	Every school has educational priorities or goals for its pupils. Please select the <u>five</u> priorities you consider to be the most important for the school. You will no doubt want to choose more than five, but in order for that comparison to be made, it would be most helpful to limit yourself to the <u>five</u> you consider to be most important for the pupils.
	*.	Pupils must master the basic academic studies (reading, math, etc.).
•		Pupils must be helped to reach their maximum individual ability.
		Pupils determine in large part what they want to learn.
		Students are helped to become physically & mentally healthy.
		Students are taught moral and social behavior (respect, reliabil- ity, courtesy, obedience, etc.). Pupils are involved in making decisions and learning self disci- pline.
-		Students' individual talents and abilities are identified and nurtured.

	Pupils are t	aught good Citi	senship and patric	otism.		
	Children are	given a sense o	of self-confidence	e and self	-pride.	
	Pupils are g	iven substantial	l help with readin	ng.	•	
	Students are	prepared for h	igher education ar	nd college	•	
	Students are	prepared for a	useful vocation of	or career.		,
	Pupils are t	aught how to stu	ıdy.			
	Pupils are t	aught to coopera	ate and help each	other.		/ :
	Pupils are m	otivated to enjo	by and pursue lear	ning.	•	
	Pupils are i	nvolved in comm	unity service.			
	Pupils are e	ncouraged to exp	periment and make	choices.		٠.
	Pupils are h	elped to complet	ce a rigorous star	ndard curr	iculum.	
	Students are	taught to adjus	t to a democration	society.	•	المستسرين
	Students are	taught to thin	c, question, and t	ake initia	ative.	
					•	
					-4	
			- · 			
	so identify the	specific measure	ement tools the s	abool used		
	e objectives.	specific measur	ement tools the s	choor uses	s co juage	٠.
				·		<u></u>
			•			
					·	
		4,			*	0
trad most same	itional: where of the activit	the organization students sit in ies, open: when	on of the school's the same place a se students don't adents direct the	ınd teacheı always sit	rs direct (•
trad most same	<pre>itional: where of the activit seat and both</pre>	the organization students sit in ies, open: when	the same place are students don't	ınd teacheı always sit	rs direct (
trad most same	<pre>itional: where of the activit seat and both</pre>	the organization students sit in ies, open: when	the same place are students don't	ınd teacheı always sit	rs direct (Q



parents teachers students administrators

(1) Please indicate dissemination process.

D. Results of standardized t de known to: (check items if applicable)



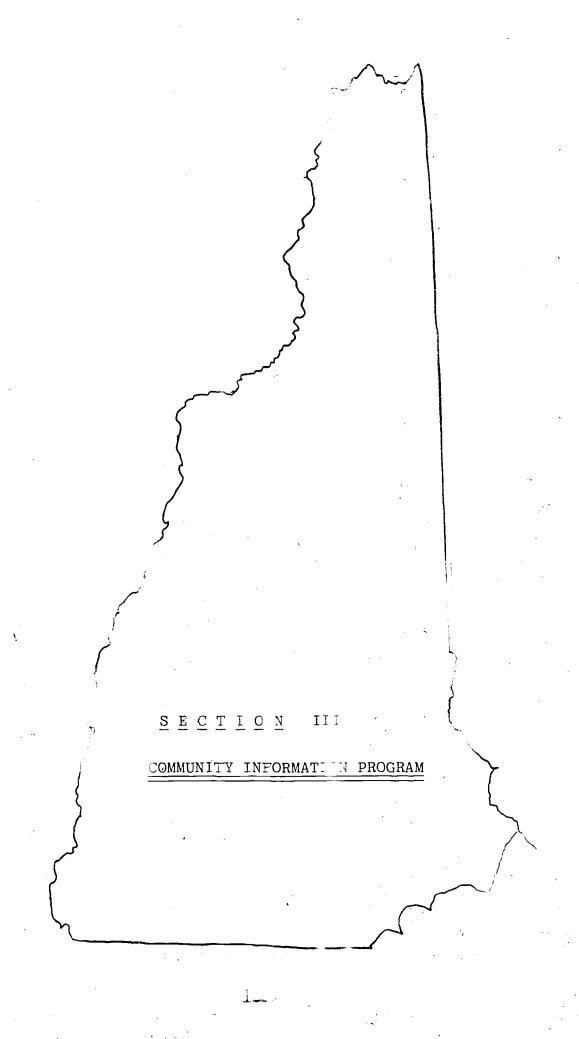
		•				
						
Comprehensive program eva	aluations	are perfo	rmed each	year.		
(1) Circle one. TRU	Œ j	FALSE				,
(2) If TRUE, indicate h	ow evalua	ted		· ·		
						<u></u>
<u> </u>				_		
Please identify special phealth, tutoring.					, guida	nce,
Please indicate special spsychologist, speech them	services av	vailable a		ough the	school	, e.g.
		* 1.	;			
	•		j			
Please describe school po	olicies red	garding:	1,	e.	,	
grading and report card	-					
homework	· · ·		1		r	
15,		-		<u> </u>		
promotion to next grade		-			•	
Wieneston so were drage						
detention and suspension	ın.				•	
detention and suspension		· ·				
A CURRICULAR ACTIVITIES	֥				.	
Please identify ac vidents at your solution	าไบ!	g ani z	zations av	ailable	to the	stu-
		,	e		<i>r</i>	



	escriptive Statume	(ATTACHMENT H)	94
: AF	RENT/SCHOOL IN OLIVENT		
à.	Please ident X	rent-Teacher Organization,	a Parent-Teacher_ Other.
B.	Please indic 16	crage attendance at the parent r	meetings(number)
c.	How often ar	ceacher conferences scheduled	(frequency)
D.	Please indic garding curr	extent to which parents are involve taffing, or facilities	
		· ·	

	Telep.	Ta. Number:	,							
В.	En III.	al statem lity, or u lphs please	nique que	⊥ities o	of a parti	c r	lescribe school today.	the pl	nilosc one or	phy, two
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		•						Variation of		` **





COMMUNITY INFORMATION

Purpose

The community information program will provide the residents of the voucher districts with voucher information --both pro and con--through the processes of bulk mailings, press coverage, and public meetings.

The community information program wil to itate the casting of an "informed" vote by the voters of the success districts at their annual school district meetings in the syming of 1976.

Procedure

Our primary obligation is to ensure that the entire voting population of the participating districts are sept informed-during Phase I, at an awareness level and during Phase II, with specific information relative to the voucher and implications for their respective districts.

With this in mind, mailing lists were inveloped, public media were identified (See attachment I), and a terrative schedule of public information strategies was establish. See attachment J).

Three "awareness" level brochures have been written with a fourth to follow completion of a community survey. The three brochures (See attachments K1 - K3) discuss, in order of dissemination, WHAT IS AN EDUCATION VOUCHER?, CONCEPTS AND CONTROVERSIES OF EDUCATION VOUCHERS, and HOW THE NEW HAMPSHIRE EDUCATION VOUCHER



We shall disseminate the first three by sures through the white thalk mailing; wess all residents come participating districts at bi-weekl, inter als starting in Late August and emding it September. A sufficient to attack of these conducts has been printed totallow for distribution at public me run, scalso.

of the reactions obtained in the community survey -- dissemination also to be done through direct mult to all respect to the particular districts, tenderal planned for late ovember.

School boards school administrators, tea hers, parents, students, and community members will be kept aware of process/ progress through group meetings scheduled the about the study and planning year. These meetings will be so demented with newsletter type communications.

Press releases will precede and/or follow community meetings with background information provided for the press prior to the meetings.

<u>Results</u>

The resident mailing lists are near completion as of this date. The "awaremess" bromures are being printed. Meetings have been and/or are being held with school board members and soll of aministrators. Teachers were provided informational meetings to line May, with more tentationally scheduled through of the during weir.

Community group meetings are scheduled to be in in the tall with the first scheduled to meet with town statelials of the respective woucher districts same time during October. Parent and other community group meetings will be scheduled as interesting generated.



oncl sion

district cave been kept and regarding the process and progress of the structure and planning project.

The value of the volume district have base level awareness of the value of concept. Assumess sessions were afforded teachers in each district late last sourcing; however, at tendance levels varied so all the letters do not have the same letter of awareness.

receive the first in a ser of information brochures at the and of Aurust. They will be exportunities for input for the first time furing September while the community survey is being conducted. New avenues for public forum to verto be developed in the varicher communities as many of these communities have few existing divic clubs or service organizations. It is hoped that dissemination of the series of brochures will spark an interest in public meetings.

PUBLIC INFORMATION MEDIA

Television Charmels

WMUR-TV Maancheeter
Dischizm

Radio Stations

MEXE Concord WISN Dover WFEA Manchester WGIR Manchester WKBR Manchester WOTW Nashuz WSMN Nashua Portsmouth WBBX WHEB-WPFM Portsmouth WWNH Tortsmouth

Newspaper:

Concord Moditor - daily except Sunday
Manches 6. Union Leader - daily, Sunday Edition
Nashma Telegraph - daily except Sunday
Goffstown News (W)
Derry Nows (W)
Derry Shar (W)
Farmings on News (T)
Mil ford Cabinet (T)

TENTATIVE COMMUNITY INFORMATION SCHEDULE AND STRATEGIES

CALENDAR	ACTIVITY	EXPECTED RESULTS
Aug Sept	Bulk mail brochure #1 - WHAT IS AN EDUCATION VOUCHER? to voucher district residents.	Increased community awareness result- ing in generated interest for more information through group meetings.
Sept	- Community survey	Measured community awareness and com- cerns - stimulating interest.
Sept Oct	- Local teachers' meetangs - update on pro- ject progress	Increased awareness and some indication of commitment resulting in active participation by local educators
-	Bulk mail brochure #2 - CONCEPTS & CONTRO- VERSIES OF EDUCATION VOUCHERS to voucher district residents.	Increased community awareness result-Taging in generated interest in group meetings.
	- Administrator/local board information meetings	Continued awareness of ongoing project activities.
	Bulk mail trochure #3 - HOW THE NEW HAMP- SHIRE EDUCATION VOWCHER SYSTEM WORKS - to wougher district residents	Continued development of community awareness resulting in generated interest for more information through group forum.
Oct Nov	- Community Information sessions at the local Levelsmall and large group as they are identified.	Increased community awareness resulting in generated interest and participation at group meetings.

CALENDAR	ACTIVITY	EXPECTED RESULTS
Oct Nov.	- Administrator and local board information meetings.	Continued awareness of ongoing project activities.
Nov Dec.	- State and local educator data review sessions	Increased awareness and involvement in the voucher study/planning project resulting in active participation.
Dec.	- Systems review update - local administra- tors, boards, and teachers.	Continued awareness and involvement resulting in active participation.
Jan.	- Bulk mail brochure #4 -	Continued development of community data base resulting in generated interest in participating at group meetings. ATT ACH
Jan Feb.	- Community Information Sessions at the local level - small and large groups as identified.	Continued development of community awareness resulting in generated interest and participation at school district meetings.
March - April	- Possible presentations at local district annual school meetings - upon requestadhering to local district meeting process.	Duly recorded mandate of the community in regard to the implementation of the voucher demonstration.
	- IF MANDATE IS GO Distribution of school descriptive catalogs	Parents make choice -
	 Public information meeting's for parents - with neighborhood meeting's scheduled if necessary as well as meeting's with parent counselors or school officials 	133
	- Distribution of vouchers	Parents spend vouchers!

WHAT IS AN

EDUCATION VOUCHER?

VOUCHER

PROJECT

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FOR FURTHER INFORMATION PLEASE CONTACT: N. H. Education Voucher Study & Planning Project Office, 17 North Street, Manchester, N. H. 03104

ATTACHMENT K1)

Your community may become a site for the demonstration of an educational voucher system. Your community will have an important voice in deciding whether the demonstration will take place. This decision will be made at the annual school district meeting in the spring of 1976.



WHY VOUCHERS?

Although we know that some children learn best in a traditional environment while others learn best in a more open environment, many schools provide only one learning option.

In the past, parents who were dissatisfied with the type of programs their schools provided had two alternatives — they could move to another neighborhood or they could pay tuition at a private school. Neither of these alternatives are realistic for many parents; therefore, the need to create competing alternatives to present public school programs is obvious.

.WHAT IS AN EDUCATIONAL VOUCHER SYSTEM?

An educational choice — a free-market system of education in which parents and students shop for instructional programs of their choice.

Your district is one of five participating in study and planning for a demonstration of the educational voucher concept in the New Hampshire communities of Allenstown, Candia, Deerfield, Hollis, and Hooksett.



FOUR COMMON FEATURES OF THE VOUCHER

- The school district gives the parents a voucher
 a document worth a certain sum of money which can be spent for a year's education.
- Parents choose the school their children will attend.
- Both approved public and *private non-sectarian schools are eligible to enter and compete in the voucher marketplace.
- Schools survive only if they receive enough income to pay their expenses.
- *In accordance with the N. H. State Board of Education approved Revised Feasibility Study, November 14, 1973.

ADVANTAGES OF A VOUCHER SYSTEM

- Parents will be able to apply to the school which they think will best meet the needs of their child.
- The schools will tend to listen more closely to what parents want and they will tend to be more responsive to those wants. If parents think a school is not meeting the needs of their child, they may send the child somewhere else.
- If parents want a special kind of school which does not presently exist, they may be able to spur the development of the type of school they want.



PROJECT

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FOR FURTHER INFORMATION PLEATE CONTACT:

N. H. Education Voucher St. // & Planning Protect Office, 17 North Street, Manufesser, % H. 03194

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An education voucher, in its simplest form, is a certificate given to a parent to pay for his or her child's education. The certificate, or voucher, is issued by the local board and is used by the parent to choose a school which he or she feels is most appropriate for his or her child. The voucher is given to the school when the child is enrolled. In turn, the school redeems the voucher for cash.

Contrary to popular belief, education vouchers are not a new concept. Adam Smith, an eighteenth century economist, was the first proponent of a free market education system. In his classic volume, THE WEALTH OF NATIONS, Smith suggested that public support of education be limited merely to providing the financing. The government would give parents money for education and the parents would in turn thire teachers of their choice. How much the teacher was paid depended bon the parent's satisfaction. Smith's idea imposed that, if given choices and the money to back them up, parents would be at least as industrious as government officials in seeking the best education for their children.

The interest generated in voucher plans has not been free of controversy.

Generally speaking, the most vocal critics of this approach claim that:

- vouchers would destroy the public school system by establishing a system of voucher supported private schools that would drain off the academically talented to some schools, the economically affluent to other schools, and the segregational and sectarian supporters to their others.
- unethical, profitmaking entrepreneum will
 enter the field to collect a share of the me ney
 that is available to support innovative or
 experimental schools.
- public schools, in short, will be the dumping ground for poor children whose parents tacked the information or knowledge to make wise choices, for problem children who would not be accepted at most private schools, and for the whole range of minority group children whose parents are locked into certain areas by social and economic forces.

Proponents answer that, on the the contrary:

- e public school system would be revitalized and strengthened by vouchers. Vouchers would be available for both public and private schools, and only the schools that could not measure up to healthy competition would suffer.
- Remeded school, be it public or private, would seek it out. The school that suffered declining enrollments would be eliminated if it failed to change its curriculum and staff so as to offer parents a viable choice of quality education for their children.
- public schools would become individualisation in style and substance rather than being contemporary more building in a uniform, monoralisation system.
- pupils would and school on the basis of interest in the amountum rather than by location of residence.
- private schools would vary according to community needs and interests.
- parents would have a range of alternative
 State approved schools available rather than the present limited choice open to the affluent or certain sectarian groups.

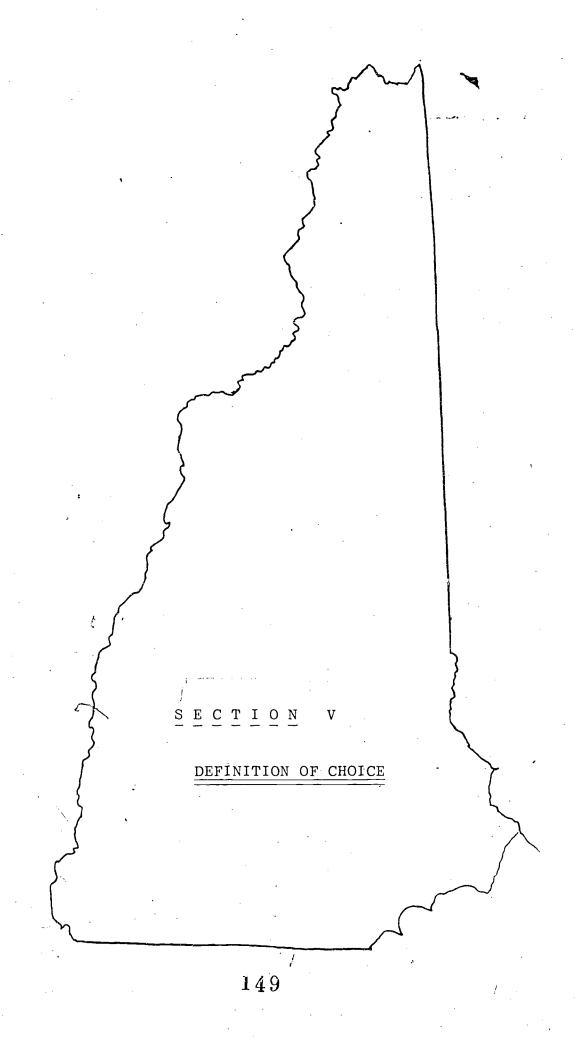
also be returned to NIE for approval). Upon receipt of such approval from NIE, data collection, using the instrument, will take place—the tentative time is late September, 1975. Results:

The results of instrument design at this time provide the project staff with a working document from which to formulate and finalize a comprehensive community survey. It further serves as an internal verification that community concerns will be addressed—as will be indicated by the responses of the residents in the communities in the data collection process.

Conclusions:

The results of this community feedback will provide a basis upon which realistic administrative and educational mechanisms can be designed. In addition to providing an up-to-date, verified data base, it will also serve as an indicator of parental awareness. The awareness levels of all five communities will serve as a tentative measure of the effectiveness of our community information program. This measure will provide us with an indicator of additional services needed in the respective communities.

In addition, this feedback will provide information regarding the needs for budgeting, transportation, and communications—all of which will be addressed in the Phase II report.



DEFINITION OF CHOICE

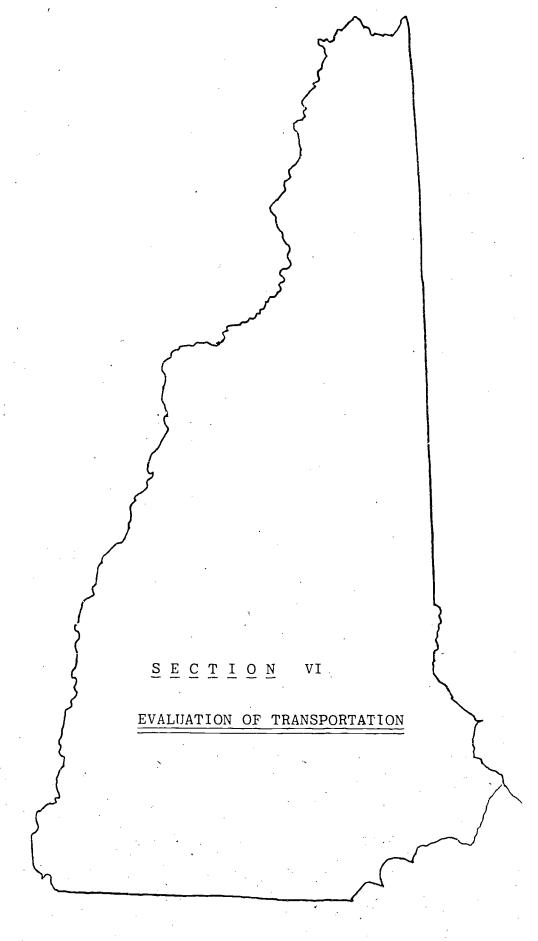
Choice as used in the N.H. Education Voucher Model, Revised Feasibility Study, means the ability of all parents of children in grades 1-12 to decide, on the basis of the parents' priorities and information where to send their children to school. Ideally, such choice is limitless. Parents should be able to choose any school or any educational program, or part or parts thereof, anywhere in the world—subject only to whatever constraints the society legislatively believes is essential to social well being, e.k., non-discrimination and health standards. Such limitless choice is impossible as a practical matter—at least for the present. For one thing, we have not developed administrative mechanisms which would allow us to implement such choice.

Choice in the N.H. Education Voucher Model must be far more circumscribed than the ideal posited above. Choice in the New Hampshire model is limited to schools in the U.S. because of certification and verification problems. Choice is limited to public and private non-sectarian schools because of legal and political considerations. Choice is limited to formally recognized educational institutions because of administrative and legal complexities which could not be resolved in sufficient time to allow for other educational options before the end of the voucher demonstration. These are all given, determined, and determinable limits to parents choice at present.

There are, however, other limitations on choice, all of which can be subsumed under the general heading--financial. The financial limitation on choice is one of the most important, if not the most important. Unlike the limitations previously listed, which are specific, relatively fixed, and capable of verification; financial limitation of choice is relative, floating, and difficult to identify. Nevertheless, it is an extremely limiting factor, in practice, in further reducing the number of educational choices open to the individual parent. A limited amount of funds available to the parent for education reduces his available choices rapidly. Limited funds means eliminating high cost, high tuition public and private schools-even those located nearby. Ultimately, financial constraints could so limit choice, that, regardless of laws, statutes and pious resolves, there would be no choice. An educational budget which allows the parent to select only the lowest cost (or priced) school next door (public or private) is no choice at all.

Consequently, when the New Hampshire Education Voucher Model specifies "choice" it means that all the parents will be able to choose between at least two U.S. public and private non-sectarian schools.

Choice further provides that all parents have, at least, a minimal educational budget, defined as the voucher, which will enable them to exercise the right to choose. It is anticipated that choice, in most instances, will involve more than two options; that is, that the minimal educational budget, the voucher, will cover the cost of education at more than two eligible schools.



STUDY OF EXISTING TRANSPORTATION SYSTEM

Purpose

A very relevant area in the whole voucher concept is transportation. By what methods do students get from their homes to their chosen school, and how are these methods financed? The purpose of this section is to become familiar with the existing transportation systems of the concerned districts in order to provide a basis for study and planning of an expanded future system in preparation for implementation. Transportation philosophies and policies in relation to the voucher demonstration are addressed in another section of this report.

Procedure

Every district is required to submit an annual report on transportation to the State Department of Education. Prior to the school year 1973-74, this report was a part of the General Fall Report, commonly known as Form Al2B and due in late October. In 1973-74 the form was revised to obtain additional information and the designation changed to Form ATr. In 1974-75 the time of reporting was changed from the October date to June 15, or at the end of the reporting year.

Our study began with collecting and analyzing these reports for each district for the last four years.

The information thereon was summarized into a one-page analysis sheet for each district. (See Attachments L1 - L5).

As this sheet was developed, it was found that additional rele-

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vant information from other local reports would be helpful for comparison. This additional information became so extensive that a descriptive sheet was developed describing where and/or how each item on the analysis sheet was determined. This sheet of definitions can be found at the end of this section.

(See Attachment M).

One item appearing on this analysis that has not been used in any State level comparisons is the cost per vehicle. To determine this and also the costs of transportation from the financial reports, a computational sheet was developed for each town. Summarized information from these sheets are included in the "Analysis of Transportation Report" as costs per vehicle. The sheets themselves are not included, but they may be reviewed at the study/planning office upon request.

To become familiar with the scheduling and administering of the bus routes, local school personnel were interviewed, where possible, to provide first-hand information on the "nitty-gritty" of daily operation. This information in conjunction with the report information was used to provide the narrative description of each town's existing system.

Results

The "Analysis of Transportation Report" for each district derives several cost per pupil and cost per mile figures for that district. The reason for the variation is the variation in cost of transportation figures that may be used. One reason for the change of the State reporting form was to enable a breakout of "Daily Bus Route" costs from the total cost formerly



determined by using the total of the 500 series accounts, plus the 1479.20 account total from the Financial Report.

Another variation is in the number of pupils used to determine the costs. Formerly, the State summary used the amount reported on the General Statistical Report - Item 22 (A+B+C), which is the average number of resident pupils transported daily. When the form was changed, information reported in Part II of Form ATr "Pupils Transported (to and from school)" was used. Even in Part II there is a question as to what figure provides the truest cost per pupil. If the concern is for the cost per pupil transported at public expense, then the amounts used in row 4 of Part II would be used. If the concern is for the number of pupils transported, then row 3 would be used. The difference obviously is in the high school pupils transported on public school vehicles, but paying a fee.

The cost of <u>transportation</u> per pupil should include all pupils transported whether they pay or not. Adjustment for this should be made in the costs. The total amount collected for fees is recorded as a receipt. From the district's point of view, this amount should be subtracted from the expenditures recorded in the 500 series accounts to provide a net cost of transportation for Daily Bus Routes. From a parent's point of view, however, his tax dollar pays for the transportation expenditures recorded in not only the 500 series accounts and the 1479.20 account, but also the individual bus fees he pays for his high school age child to get to school.

The two costs for transportation reported are described under Item 3. It should be noted that fees from patrons are



not shown in these amounts, either subtracted or added. The amount of fees reported, however, is shown on the comparative study and computation sheet.

The lack of detailed amounts for the school year just finished is due to the unavailability as yet of the financial reports of those districts.

Conclusion

The analysis of the transportation reports for each town provides information similar to, but expanded upon, that available from the State transportation summary.

In addition, it provides information on vehicle costs and capacities that is not included in the State reports.

No decision or recommendation for which amount is "best" in the multiple choices shown is being made at this time. The "best" value will depend on decisions to be made regarding transportation policies to be developed in Phase II.

DEFINITION OF ITEMS ON

ANALYSIS OF TRANSPORTATION REPORTS

Item 1 - No. of Pupils Transported Daily

- a) Taken from Form Al2B or Form ATr Part II Pupils Transported Column C or 3 total.

Item 2 - Cost Per Year

- a) For Daily Bus Routes taken from Part IV Form ATr
- b) For Daily Bus Routes From Financial Report 500 Series Expenditures only.
- c) For all Transportation From Financial Reports 500 Series and 1479.20 (Transportation to other than Public Schools). Amounts for 1974-1975 are taken from Form ATr Parts IV and VI.

Item 3 - Cost Fer Pur

- a) Item 2a:Item la
- b) Item 21:1:em la
- c) liem 2c+Item la
- d) Item 2a: Item 1b
- e) Item 2b: Item 1b
- f) Item 2c: Item 1b
- Item 4 Number of Vehicles total number reported including spares:
 - a) Number of contracted or leased vehicles.
 - b) Number of district owned vehicles.
- Item 5 Combined Daily Capacity of Vehicles Sum of the capacity of each vehicle times the number of daily runs for each vehicle.



- Item 6 Number of Pupils below Capacity Item 5 minus Item 1.
 - a) Percent (5) below Capacity Item 6 ÷ Item 5.

Item 7 - Cost Per Vehicle

- a) Vehicles Contracted or Leased Amounts determined from computation sheets which are on file at study/planning office.
- b) District Owned Vehicles Amounts determined from computation sheets which are on file at study/planning office.
- c) Item 2c : Item 4

Item 8 - Total Mileage

- a) Daily From Part I of Transportation Report (either) Form A12B or Form ATr).
- b) Annual Estimated by multiplying total daily mileage by 180 days.

Item 9 - Cost Per Mile

- a) Item 2s ÷ Item 8b
- b) Item 35 + Item 8b
- c) Item 2c ÷ Item 8b

Item 10- State Average: Commarable Districts

- a) Cost per Pupil Taken from State Transportation Summa
- b) Cost per Mile Taken from State Transportation Summa:

Item 11- State Average: All Districts

- a) Cost per Pupil Taken from State Transportation Summ:
- b) Cost per Mile Taken from State Transportation Summa:
- Item 12- Transportation from Patrons From Financial Report receipt account number 13.00.

NOTE: NA as used on the analysis sheets means NOT AVAILABLE.



$\underline{A} \ \underline{L} \ \underline{L} \ \underline{E} \ \underline{N} \ \underline{S} \ \underline{T} \ \underline{O} \ \underline{W} \ \underline{N}$:

The Allenstown school district leases three vehicles from Orrin Connell of Merrimack with a total capacity of 444 pupils Two vehicles, one of 60-pupil capacity and one of 72-pupil capacity, make two runs in the morning and repeat in the afternoon, while the third 60-pupil capacity bus makes three runs per me ning and afternoon. Consequently, they carry a total of 365 pupils daily with 79 slots left for expansion.

Each vehicle travels an average of 36.7 miles per day for a total of 19,782 miles per year.

Seven of the 365 pupils reported on the Transportation Report ride more than one route, so that 358 different pupils ride the buses daily. In a total school enrollment of 629 pupils, this means that only 57% of the elementary pupils are transported. Of these 358 pupils, only 290 pupils live more than two miles from the school.

If the pupil information is taker from the General Statistical Report, 392.7 pupils on the average were transported daily, bringing the % of pupils transported to 62%.

In addition, about 190 pupils from Allenstown attend

Pembroke Academy. All these people provide their own transportation, or it is provided by Pembroke.

The cost of transportation in Allenstown has increased yearly as shown on the "Analysis" sheet, Item 2. It is also shown here that the "total" cost depends on how it is defined. For example, the annual cost for operating bus routes was reported on the Transportation Report as \$19,360.00. The Financial Report for that year showed \$16,182.84 expended in the



pupil transportation account (500 series). If the transportation costs to other than public schools is added to that, the total is \$16,278.84. Keeping in mind the two values of daily pupils transported, Item 1, six values of cost per pupil are obtained. These values range from \$48.02 to \$69.64.

Using the cost as reported by the Transportation Report, it can be seen that the 1974-75 cost per vehicle is \$6,208.

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF ALLENSTOWN

<u>Item</u>	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily a) From ATr b) From A-3 Stat. Report	292 212.0	279 * 229.4	337 278.0-	358 392.7
2	Cost Per Year a) Daily Bus Route - From ATr b) Daily Bus Route - From F-3 c) From F-3 - All Trans.	\$ 9,488.09		16,182.84	\$18,624.29 N.A. 18,746.96
3	Cost Per Pupil a) Item 2a : Item 1a b) Item 2b : Item 1a c) Item 2c : Item 1a d) Item 2a : Item 1b e) Item 2b : Item 1b f) Item 2c : Item 1b	N.A. \$ 32.49 33.46 N.A. 44.76 46.09	40.06 N.A. 48.72	\$ 57.45 48.02 48.31 69.64 58.21 58.56	\$ 52.02 N.A. 52.37 47.43 N.A. 47.74
4	Number of Vehicles a) Contracted or Leased b) District Owned	2 1 1	2 2 -0-	3 3 -0-	3 3 -0-
5	Combined Daily Capacity of Vehicles	384	300	384	384
6	No. of Pupils Below Capacity a) % Below Capacity	92 24.0	21 7.0	47 12.2	26 6.8
7	Cost Per Vehicle a) Contracted or Leased b) District Owned c) Item 2c : Item 4	\$ 3,893.00 3,637.00 4,885.00	-0-	-0-	N.A. -0- 6,429.00
8	Total Mileage a) Daily b) Annual	115 20,700	115	136 24,480	110 19,800
9	Cost Per Mile a) Item 2a : Item 8b b) Item 2b : Item 8b c) Item 2c : Item 8b	N.A. \$.46 .47			\$.94 N.A.
10	State Average - Comparable District a) Cost + Pupil b) Cost + Mile	\$ 71.67 .56	\$ 78.74 .59	\$ 68.48	N.A. N.A.
11	State Average - All a) Cost + Pupil b) Cost + Mile	\$ 67.87 .63	\$ 73.39 .67	\$ 67.13	N.A. N.A.
12	Transportation From Patrons	161	-0-	-0-	N.A.



CANDIA:

The school district of Candia owns and maintains two 66-passenger buses and leases two 66-passenger and one 72-passenger bus with maintenance from Orrin Connell of Merrimack. One of the district owned vehicles is used only as a spare.

Each leased 66-passenger bus makes two runs to and from per day carrying a total of 129 and 122 pupils for a distance of 50 and 36 miles respectively. The 72-passenger bus makes a single run to and from per day with 71 pupils over a 22-mile route. The district owned bus also makes but a single run to and from per day over 26 miles with 64 passengers.

This year, for the first time in at least four years, there are no high school pupils being transported by public school transportation, the 183 secondary pupils having to furnish their own transportation.

Of the 400 children enrolled in the Candia elementary school, 386 or nearly 97% were transported according to the Transportation Report at the expense of the district. 380 of these children lived more than two miles from the school.

Transportation costs per pupil in Candia are indicated on the Analysis of Transportation Report, Item 3. Subheadings of this Item show different costs per pupil for the same year because the total costs will vary as shown in Item 2. The number of pupils also varies as indicated in Item 1.

As an example, in 1973-74, total costs for operating daily bus routes, as reported on the Transportation Report, was \$28,000, and since no additional funds were spent for co-curricular trips or transportation for the handicapped, the total



cost of all transportation was \$28,000. The cost of pupil transportation (daily bus routes) as reported in the Financial Report, however, was only \$23,917.97. These are the costs which are indicated as Items 2a, 2b, and 2c.

Similarly, the number of pupils transported daily varies depending upon the report used. Again using 1973-74 as an example, the Transportation Report (Form ATr) indicates 479 pupils being transported daily that figure is the peak load including high school pupils if transported whether or not fees are paid. The General Statistical Report (Form A-3) also has a section reporting average number of resident pupils being transported daily at public expense. The report uses the registers as a source of information and for 1973-74 shows a total of 373.5 pupils.

Consequently, to report a cost per pupil with these various amounts requires six combinations and often results in six different values for annual cost per pupil. In Candia's particular example, there are only four different values (\$49.93, \$58.46, \$64.04, \$74.97) because there were only two different cost amounts.

ANALYSIS OF TRANSPORTATION REPORTS

CCHOOL	DISTRICT	OT:	CANDTA
SCHOOL	DISTRICT	111	LANIILA

Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily a) From ATr b) From A-3 Stat. Report	479 212	· 468 380	479 373.5	386 370.1
2	Cost Per Year a) Daily Bus Route - From ATr b) Daily Bus Route - From F-3 c) From F-3 - All Trans.		N.A. \$21,774.09 28,208.74		\$28,977.51 N.A. 36,495.51
3	Cost Per Pupil a) Item 2a : Item 1a b) Item 2b : Item 1a c) Item 2c : Item 1a d) Item 2a : Item 1b e) Item 2b : Item 1b f) Item 2c : Item 1b	N.A. \$ 42.87 49.67 N.A. 96.87 112.22	N.A. \$ 46.53 60.27 N.A. 57.30 74.22	\$ 58.46 49.93 58.46 74.97 64.04 74.97	\$ 75.07 N.A. 94.55 78.30 N.A. 98.61
4	Number of Vehicles a) Contracted or Leased b) District Owned	4 2 2	4 2 2	5 2 3	5 3 2
5	Combined Daily Capacity of Vehicles	528	528	537	468
6	No. of Pupils Below Capacity a) % Below Capacity	49 9.3	60	58 10.8	82 17.5
.7	Cost Per Vehicle a) Contracted or Leased b) District Owned c) Item 2c + Item 4	\$ 6,430.00 3,093.00 5,948.00	3,438.00	\$ 7,363.00 3,064.00 5,600.00	\$ 7,836.00 2,736.00 7,299.00
/ 8'	Total Mileage a) Daily b) Annual	280 50,400	262 47,160	338 60,840	134 24,120
9	Cost Per Mile a) Item 2a + Item 8b b) Item 2b + Item 8b c) Item 2c + Item 8b	N.A. .41 .47	N.A. \$.46 .60	\$.46 .39 .46	N.A.
10	State Average - Comparable District a) Cost + Pupil b) Cost + Mile	\$ 71.67 .56	\$ 78.74 .59	\$ 68.48 .59	N.A. N.A.
11	State Average - All a) Cost : Pupil b) Cost : Mile	\$ 67.87 .63	\$ 73.39 .67	\$ 67.13 .61	N.A. N.A.
. 712	Transportation From Patrons	\$ 4,526.69	\$5,393.57	\$5,807.55	N.A
	•	100			

$\underline{D} \ \underline{E} \ \underline{E} \ \underline{R} \ \underline{F} \ \underline{I} \ \underline{E} \ \underline{L} \ \underline{D}$:

The school district of Deerfield has entered into a lease agreement with Orrin Connell Bus Service of Merrimack for three vehicles with maintenance. These vehicles have a total capacity of 336 pupils. The district hires bus drivers and pays for the gasoline used. Two vehicles are used exclusively for the elementary (1-8) pupils and each makes two runs in the a.m. and repeats in the p.m. to travel a total of 32 and 56 miles per day respectively. The third vehicle picks up a combination of elementary and high school pupils, drops off the elementary pupils at George B. White School and continues to Manchester with the 20-24 high school pupils attending there. Total mileage on this route is 112 miles daily.

High school pupils attending Coe-Brown Academy in Northwood and Raymond High School are transported by buses provided by those districts. Pupils attending Pembroke Academy and Oyster River H. S. provide their own transportation. All high school pupils pay a fee for this transportation; for instance, pupils going to Raymond High pay \$2.50 per week.

The Transportation Report for 1974-75 indicates that 371 pupils are transported daily to and from school, of which 106 are high school pupils for whom the district does not pay. It is known from other sources that some pupils are transported on a Deerfield operated bus to Manchester as described above. That number does not appear on the report. Therefore, the number of pupils transported daily varies considerably depending upon the information source.

Costs for transportation will also vary as indicated by



the Analysis sheet. Taking 1973-74 as an example, the costs reported on form ATr were expected to be \$20,900 (Item 2a). The financial report for that year showed the pupil transportation expenses (500 series) to be \$19,477.59 (Item 2b). If costs for transportation of handicapped students (Account 1479.20) were added to this, the total cost of all transportation was \$21,683.76 (Item 2c). Fees from high school students riding Deerfield buses were not indicated either on the Transportation Report or the Financial Report.

The consequences of the variations in number of pupils and costs as described is six possible costs per pupil--amounts reported in Item 3a through f--ranging from \$55.02 to \$83.50.

ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF DEERFIELD

	*				
<u>Item</u>	Item Description	71-72	72-73	73-74	74-75
	No. of Pupils Transported Daily a) From ATr b) From A-3 Stat. Report	235 230.5	238 239.7	354 * 259.7	371* 261.0
2	Cost Per Year a) Daily Bus Route - From ATr b) Daily Bus Route - From F-3 c) From F-3 - All Trans.	N.A. \$18,061.46 18,774.46	N.A. \$18,835.32 20,026.32		N.A.
3	Cost Per Pupil a) Item 2a : Item la b) Item 2b : Item la c) Item 2c : Item la d) Item 2a : Item lb e) Item 2b : Item lb f) Item 2c : Item lb	N.A. \$ 76.86 79.89 · N.A. 78.36 81.45	N.A. \$ 79.14 84.14 N.A. 78.58 83.55	\$ 59.04 55.02 61.25 80.48 75.00 83.50	\$ 54.41 N.A. 64.22 77.35 N.A. 91.28
4	Number of Vehicles a) Contracted or Leased b) District Owned	3 3 -0-	3 3 -0	3 3 -0-	3 3 -0-
5	Combined Daily Capacity of Vehicles	318	384	330	336
6	No. of Pupils Below Capacity a) % Below Capacity	. 83 26.1	146 38.0	-24*	-35*
7	Cost Per Vehicle a) Contracted or Leased b) District Owned c) Item 2c : Item 4	\$ 6,020.00 -0- 6,258.00	-0-	\$ 6,493.00 -0- 7,228.00	\$ 6,729.00 -0- 7,941.00
8	Total Mileage a) Daily b) Annual	133 23,940	312 56,160	322 57,960	220 39,600
9	Cost Per Mile a) Item 2a + Item 8b b) Item 2b + Item 8b c) Item 2c + Item 8b	N.A. \$.75 .78	\$.34 .36	. 34	
. 10	State Average - Comparable District	1 -		A. A	
	a) Cost : Pupil b) Cost : Mile	\$ 71.67 .56	\$ 78.74 .59	\$ 81.94	N.A. N.A.
11	State Average - All a) Cost : Pupil b) Cost : Mile	\$ 67.87 .63	\$ 73.39	\$ 67.13 .61	N.A. N.A.
12	Transportation From Patrons	-0-	-0-	-0-	N.A.
1011	1.0			1 1	. •

ERIC 101 H.S. pupils reported as being transported-but Coe-Brown & Raymond send their own buses to pick up Deerfield pupils.

DESCRIPTION OF PRESENT TRANSPORTATION SYSTEM

<u>H O L L I S:</u>

The transportation system of Hollis is operated primarily by Mr. Maurice Marvell, who contracts this service for a fixed contract price each year with the stipulation that if the gasoline price/gal. rises above \$0.50/gal. the district will cover the additional cost.

Mr. Marvell owns, operates and maintains a fleet of eight vehicles. Seven vehicles make two runs in the morning and two in the afternoon to comprise seven complete routes. The eighth vehicle makes one run each time and remains at the school for back-up the rest of the day.

Bus routes are laid out and revised by Mr. Marvell with the cooperation of Mr. Bruce Morrison, Mr. Gordon Bean and Mr. R. McGettigan. Maps showing the routes and pick up spots are maintained in each principal's office.

In 1974-75, according to the Transportation Report, 874 elementary and secondary pupils were transported daily. The General Statistical Report showed that 8.9.2 of these pupils on the average rode the buses daily. Since the elementary and middle school enrollment totaled 722 in the fall, and of the 402 secondary pupils only 282 reside in Hollis, about 87% of resident Hollis pupils now are transported by the district.

The analysis sheet shows the above figures in Item I, and it also indicates the cost of this transportation in Item 2, which is seen to have three possible amounts. If the 1973-74 school year is taken as an example, the first cost of \$50,050



Report (Form ATr). Actual expenses of transportation as reported in the 500 series of the Financial Report were \$51,731.98. If other transportation costs such as transportation of the handicapped are included, then the total cost of transportation becomes \$53,967.00 as shown in Item 2C. Therefore, when costs per pupil and costs per mile are computed, there are six possible values for pupils as shown in Items 3a through f, and three possible costs per mile as indicated in Item 9.

(ATTACHMENT L4)

ANALYSIS OF TRANSPORTATION REPORTS

3	·		SCH001.	DISTRICT OF	101.135
" 					
<u>Item</u>	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily a) From ATr b) From A-3 Stat. Report	640 712.2	766 777.4	849 805.3	874 849.2
2	Cost Per Year a) Daily Bus Route - From ATr b) Daily Bus Route - From F-3 c) From F-3 - All Trans.	\$36,098.4	5 \$44,051.74	51,731.98	\$55,850.00 N.A. 60,680.00
3	Cost Per Pupil a) Item 2a : Item 1a b) Item 2b : Item 1a c) Item 2c : Item 1a d) Item 2a : Item 1b e) Item 2b : Item 1b f) Item 2c : Item 1b	N.A. \$ 56.4 56.4 N.A. 50.6	0 57.51 N.A. 9 56.67	\$ 58.95 60.93 63.57 62.15 64.26 67.0	N.A. 69.43
4	Number of Vehicles a) Contracted or Leased b) District Owned	7 7 -0-	7 7 0-	8 8 -0-	8 8 -0-
5	Combined Daily Capacity of Vehicles	732	936	1,128	1,128
6	No. of Pupils Below Capacity a) % Below Capacity	94 12.8	170 18.2	279 24.7	254 22.5
7	Cost Per Vehicle a) Contracted or Leased b) District Owned c) Item 2c + Item 4	\$ 5,157.0 -0- 5,157.0		-0-	
8	Total Mileage a) Daily b) Annual	233 41,940	302 54,360	369 66,420	, 363 65,340
9	Cost Per Mile a) Item 2a + Item 8b b) Item 2b + Item 8b c) Item 2c + Item 8b	N.A. \$.80	6 \$.81	\$.75 .78 .81	\$.86 N.A.
10	State Average - Comparable District a) Cost + Pupil b) Cost + Mile	\$ 63.90		\$ 68.73 .59	N.A. N.A.
11	State Average - All a) Cost + Pupil b) Cost + Mile	\$ 67.8	•	\$ 67.13 .61	N.A. N.A.
12	Transportation From Patrons	-0-	-0-	-0- '	N.A.



\underline{H} \underline{O} \underline{O} \underline{K} \underline{S} \underline{E} \underline{T} \underline{T} :

The transportation system of Hooksett is the responsibility of Mr. William Bullock, who is also maintenance supervisor. This system consists of eight 72-passenger vehicles with one 72-passenger spare.

The scheduling and routing of buses in the Hooksett district is particularly complicated because of the geographical layout of the district—it lies on both sides of the Merrimack River, and the major bridge across the river is condemned so that school buses cannot cross. It is, therefore, necessary to maintain buses on both sides of the river and restrict their routes to one or the other side. Students, incidentally, walk across the bridge from one bus to another.

Six of the eight vehicles make multiple runs to and from loading and unloading points each day and the remaining two make only a single run. The total distance traveled by all buses daily is 317.0 miles, transporting the 1,222 children in grades 1 through 8 as reported in the Transportation Report (Form ATr). Since the combined fall enrollment of the two elementary and one middle schools was any 1,011 pupils, it is apparent that the Transportation Report amount includes duplicated pupils. Nevertheless, most of the Hooksett pupils are presently being transported by the district.

Of the nine vehicles used, eight are leased from Orrin Connell of Merrimack and one is district owned.

An example of the varying indicators of transportation costs such as costs per pupil and costs per mile as described



in the results of this section can be shown by looking at Hooksett's anal sis sheet. In 1973-1974 the number of pupils transported daily was either 1,062 as reported on the Transportation Report or 882.5 as reported on the General Statistical Report. Total costs for the year range from \$71,546.00 on the Transportation Report to \$53,610.63 from the 500 series of the Financial Report, to \$59,016.69 if you include transportation costs to other than public schools (transportation for the handicapped).

As a result, one sees six different but valid costs per pupil ranging from \$50.48 to \$81.07--a spread of at least \$30 per pupil.

A similar variation results in cost per mile which varies from \$1.06 to \$0.79.

In addition to the above costs for daily transportation, expenses for co-curricular trips amounted to \$1,063.17 and \$5,017.31 was expended for transportation of the handicapped.

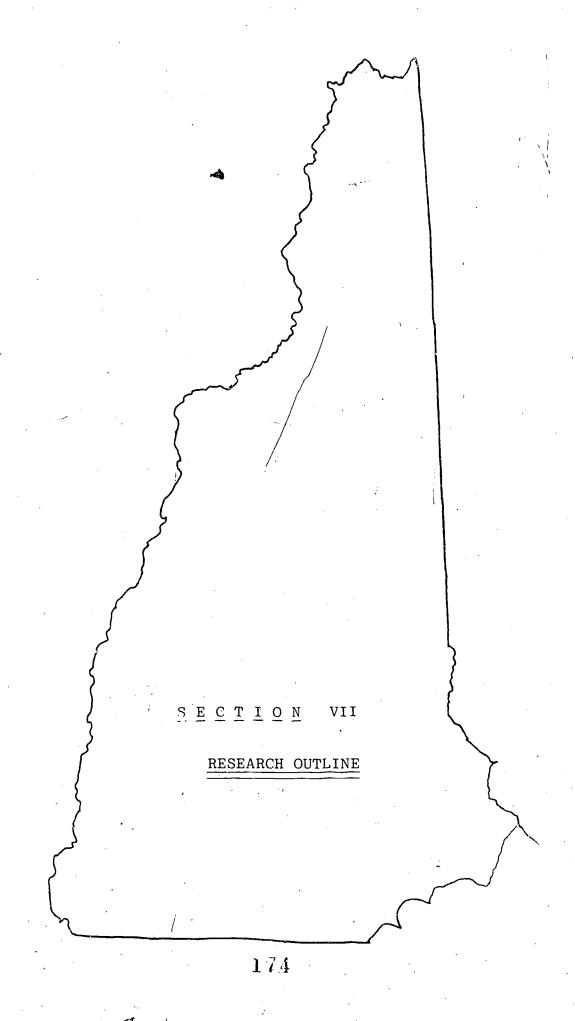
ANALYSIS OF TRANSPORTATION REPORTS

SCHOOL DISTRICT OF HOOKSETT

			•		
Item	Item Description	71-72	72-73	73-74	74-75
1	No. of Pupils Transported Daily a) From ATr b) From A-3 Stat. Report	954 847.9	1,071 859.1	1,062 882.5	1,222 855.4*
2 ma	Cost Per Year a) Daily Bus-Route - From ATr b) Daily Bus Route - From F-3 c) From F-3 - All Trans.		N.A. \$53,301.33 56,462.85		\$57,923.46 N.A. 62,940.77
3	Cost Per Pupil a) Item 2a : Item 1a b) Item 2b : Item 1a c) Item 2c : Item 1a d) Item 2a : Item 1b e) Item 2b : Item 1b f) Item 2c : Item 1b	N.A. \$ 43.58 46.80 N.A. 49.55 53.20	N.A. \$ 49.77 52.72 N.A. 62.04 65.72	\$ 67.37 50.48 55.57 81.07 60.75 66.87	\$ 47.40 N.A. 51.51 67.72 N.A. 73.58
4	Number of Vehicles a) Contracted or Leased b) District Owned	7 4 3	- 8 6 2	8 6 2	9 8 1
5	Combined Daily Capacity of Vehicles	1,026	1,296	1,296	1,440
6	No. of Pupils Below Capacity a) % Below Capacity	62 6	225 17	234 18	218; 15
7	Cost Per Vehicle a) Contracted or Leased b) District Owned c) Item 2c : Item 4	4,907.00	\$ 6,687.00 6,590.00 7,058.00	5,896.00	\$ 6,790.00 3,603.00 6,993.00
8	Total Mileage a) Daily b) Annual	372** 66,960	386 67,346	405 67,751	317 68,068
9	Cost Per Mile a) Item 2a : Item 8b b) Item 2b : Item 8b c) Item 2c : Item 8b	NA \$.63 .67	NA \$.79 .84	\$ 1.06 .79 .87	
10	State Average - Comparable District a) Cost : Pupil b) Cost : Mile	\$ \langle 53.20 1.35	\$ 65.72 .81		N.A. N.A.
. 11	State Average - All a) Cost : Pupil b) Cost : Mile	\$ 67.87	\$ 73.39 .67	\$ 67.13 .61	N.A. N.A.
12	Transportation From Patrons	\$ 4,496.03	\$ 6,382.05		N.A.
_*Subje	ct to Revision	•	1 '.	73	

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*Subject to Revision *Mileage reported on Al2B was doubled to be comparable.



RESEARCH ISSUES AND PROCEDURES

FOR THE NEW HAMPSHIRE EDUCATIONAL VOUCHER DEMONSTRATION

I. Introduction and Scope

The purpose of this paper is to provide initial form for the development of a comprehensive evaluation design for the <u>New Hampshire Educational Voucher</u>

<u>Project</u> as it progresses through the planning stages toward implementation.

A number of previously developed position papers have provided conceptual level approaches to the evaluation of a veucher demonstration. Other papers address specific research issues and the roles of individuals or agencies in evaluation activities. It is apparent that no single comprehensive design has been articulated to pull together these concepts, people and issues. This paper attempts that synthesis.

The New Hampshire Educational Voucher Project is designed so that parents will be eligible to receive a voucher to enable their children to attend:

- a. One of the public schools <u>in their home district</u>, if such schools are provided.
- b. A public school <u>outside</u> of their home district subject to space limitations and the willingness of such a school to accept them. In those instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value of the voucher or may secure other additional financial support.
- c. A <u>non-sectarian private school</u> of their choice, if the students meet the admissions criteria. In type instances where tuition is greater than the voucher price, parents may pay any tuition costs above the value



of the voucher or may secure other additional financial support.

The voucher program provides parents with a genuine choice between educational programs. This freedom of choice may lead to more diverse and responsive educational opportunities (SDE, 1973).

AS THE PROJECT MOVES THROUGH ITS FIVE YEAR DEMONSTRATION EFFORT, IT SEEKS TO TEST THE VALIDITY OF THE FOLLOWING ASSUMPTIONS: (SDE, 1973, pp. 4&5)

- 1. <u>Increased Freedom of Choice</u>: Parents will have increased freedom in choosing their child's education.
- 2. <u>Direct Parental Participation</u>: Parents will participate more directly in school affairs. Therefore, parents will exercise vouchers to transfer students between schools and will be more active in parent groups in all schools.
- 3. Improved Accountability: Schools will provide more factual information to parents concerning the effectiveness of their educational programs.

 Parents will then use this information in the selection of their child's program.
- 4. <u>Increased Educational Responsiveness and Diversity</u>: Increased educational diversity will result. The number of new schools and the number of times that programs change will increase in response to the consumers' stated needs.
- 5. Improved Educational Achievement: The level of achievement will improve or remain stable under a voucher plan. Standardized and comprehensive testing programs will indicate increased or stable results in students' conventional academic achievements.
- 6. <u>More Equal Opportunities</u>: Low and moderate income parents will have more educational opportunities for their children. This increase will be



indicated by a substantially greater number of low and moderate income parents selecting other than their previous single option. Also, the percentage of families selecting other than the previous educational option will not be related to family income.

- 7. <u>Cost Effectiveness</u>: The cost per unit of education of a comparable quality will fall. The cost per student will be less under a voucher plan than under the present system, with no decrease in educational effectiveness.
- 8. Refocusing of Political Activities: There will be reduced political emphasis on the educational content. The political system will be more concerned with how to fund education (process) and will tend to leave the providing of education (content) to those with educational expertise.

 FURTHER THE PROJECT SEEKS TO TEST THE VALIDITY OF THE NEGATIVE ASSUMPTIONS (SDE/, 1973, pp. 5 & 6) WHICH ARE:
- 9. <u>Decline of Public Schools</u>: The public schools will not be able to compete effectively with private schools. There will be a noticeable decline in public school enrollments.
- 10. Educational and Social Stratification: Public schools will be left with only the difficult-to-educate students. The public schools will become a dumping ground for students with low achievement, social adjustment problems, or behavior problems. Moreover, the possibility of ethnic, or socioeconomic segregation is increased.
- 11. Transitional Problems: The consequences of success or failure of the project cannot be anticipated. Non-acceptance of the voucher concept following federal withdrawal from the project could present major adjustment problems in returning to traditional educational financing. Acceptance may lead to an increase in local property tax burdens.
- 12. Requirements for Non-Public Schools: That New Hampshire's non-public



schools will not accept the evaluation-auditing requirements and hence will not participate.

The research and evaluation effort for the New Hampshire model must relate directly to the twelve assumptions which the project is designed to test.

The evaluation design will address a host of issues which can be traced back to the original twelve assumptions. These issues will be of interest to three levels of public concern:

- * National
- * State
- * Local (Local School Districts)

Further, the issues included in the evaluation design will assess the impact of the voucher demonstration in the following areas:

- * Educational Impact
- * Economic Impact
- * Social Impact
- * Politica' Impact

The initial evaluation design then, will key all research and evaluation issues to:

- 1) The assumption to be tested
- 2) The level of public concern
- 3) The area of impact

II. Procedures for Evaluation Activities

While various activities of the research and the evaluative issue attached in section III of this paper may only be of primary interest to the national, the State, or the local audience, it is the position of the local voucher administration that it should assume vigorous leadership in the design, supervision, and execution of evaluation activities, regardless of the level of audience interest.

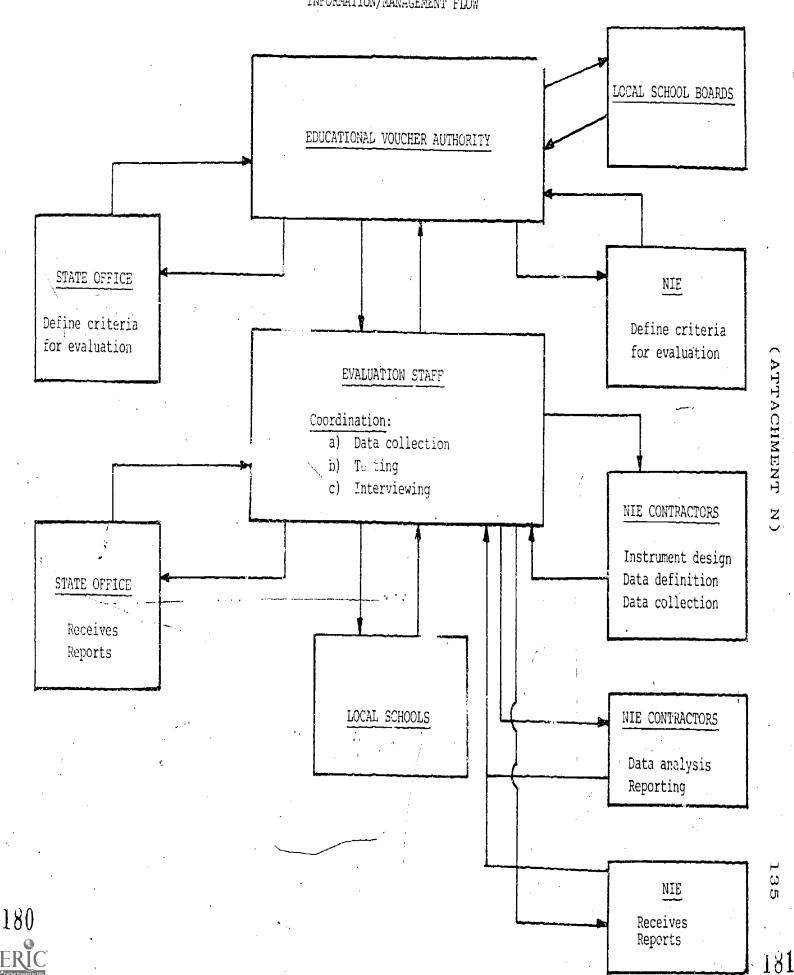


It is clear from the Alum Rock experience (Weiler, 1974) that the insertion of various third party individuals and groups resulted in garbled evaluation procedures and results. Moreover, Cunningham (1975) cites "unobtrusiveness" as one of the key attributes of on-site evaluation activities. Local control of the evaluation activities is a central theme of this paper.

Certainly the design of evaluation criteria and assessment strategies will require the active involvement of NIE, (NIE contractors such as C. M. Leinwand Associates), N.H. State Department of Education professionals, and local personnel. However, in addition to coordinating and defining the data elements, the development of questionnaires, testing, or interview procedures, the local project staff will have responsibility for implementation, scheduling of data collection and supervision of on-site evaluation personnel. Data analysis, interpretation and reporting can and might well be accomplished by non-project staff.

A basic flow for the evaluation process as it relates/to the input and output needs of various groups and agencies might appear/as follows: (See attachment N).

1NFORMATION/MANAGEMENT FLOW



The following policies would be an effect to assure local involvement, confidentiality, and respondents' rights to privacy, and overall conduct of the total evaluation program.

- 1. On-site observation and documentation of voucher related activities t by evaluators will be coordinated by the local voucher administration.*
- 2. Data collected by the evaluation staff will be made available to other evaluators whenever such information is requested.
- 3. Data released to researchers will either be in aggregate form or stripped of personal identifiers so that confidentiality is maintained.
- 4. Evaluation staff will not disrupt the educational routine of test schools.
- 5. Any school receiving students with vouchers will be required to fulfill the data collection requirements.
- 6. Only data which is needed for evaluating the agreed to issues will be collected at the local level.
- 7. Duplication of data collection activities will be avoided.
- 8. All data collection activities will flow through the local voucher administration for coordination. (See attachment N).
- 9. Local voucher administration, NIE personnel, State staff, and identified consultants or agencies will design questionnaire instruments. The developed instruments will be reviewed by local personnel.
- 10. Final revised instruments must be given clearance by the local voucher administration, the State, NIE, and OMB.

^{*}The local voucher administration has accepted with strong reservation the role of the site historian (Cunningham, 1975). However, this particular function of observation is the only data collection and reporting process that will not be coordinated at the local level. The acceptance of this function is not to be construed as a precedent by which additional uncoordinated data collecting and reporting can be initiated without local involvement and approval. (See policy #80 and attachment A).



- 11. Local project evaluation staff or approved subcontractor will be responsible for questionnaire distribution and administration.
- 12. Standardized test instrumentation for student achievement will follow the same policies for questionnaire design, approval, and administration.

III. Research Objectives/Issues

When the three major audiences' need for evaluation and impact data are studic an extensive evaluation effort will be required. In an effort to arrange these research issues or objectives, a preliminary evaluation design matrix has been developed. The purpose of this matrix is to list each research objective and to cross reference each objective as to audience, area of impact, and assumption to be tested. Further, an initial approach to the evaluating criteria and assessment process for each objective will be suggested. (See Attachment O).

IV. Evaluation Design Issues

The implementation of the evaluation design will be the most difficult aspect of the voucher demonstration. Evaluation is always viewed as a threat by the various groups who are seeking to demonstrate program impact or prove various hypotheses. Whenever evaluation data are collected to ascertain a given process or product, there are usually individuals or agencies which seek to disprove the conclusions by introducing alternative data sources or by criticizing the evaluation design, data elements or data analysis techniques used. Given this fact of life, it is imperative that the final evaluation design control for the criticisms which are certain to arise in the future. There are a number of techniques or strategies which should be included in the final evaluation design to address these issues.

1) The evaluation design (such as the matrix developed on the preceding pages) should receive widespread distribution and input to be sure that all the major research/evaluation objectives are addressed. One might ask the question, "can you think of any question or concern which the



voucher test might raise that cannot be addressed with the data which this design will provide?"

- 2) It is essential that the evaluation design be established prior to implementation of the voucher test. It is equally important that the design be implemented to the letter. While planned modifications in the test will undoubtedly occur, the evaluation of these issues should be added to the original design rather than an entire new design be developed.
- 3) We should think of the design as measuring two major areas of impact:
 - *MAIN EFFECTS
 - *SIDE EFFECTS
- 4) Each school participating in the voucher demonstration should link into the evaluation component at two levels.

First, there would be <u>COMMON DATA</u> which would be collected by all schools concerning its students, teachers, parents, budget, and operations. These data would be compiled from all schools and take their appropriate place in the project evaluation design.

Second, there would be <u>UNIQUE DATA</u> which would be collected by each school as it pertains to the unique educational program for that school. These data would relate directly to the school's objectives and be used to determine the effectiveness of its program and as information for parents.

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MATRIX OF RESEARCH OBJECTIVES

OBJECTIVE	ASSUMPTION AREA	IMPACT AREA		UDIENCE STATE		EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
l) Parents will have variety of educational options to select from		Social	Y.	Х	Х	*Public option. *Private option. *Out of district options.		Use in control district also.
2) Students will shift from original home school to other options	·	Educa- tional	Х	Х	x	*Baseline enroll- ments documented.	*Note shifts into and from baseline status as a function of choice. Family moving is not a shift.	
3) Student shift to and from options will be a function of socioeconomic status.	1,2,6, 10	Social	х	X	х	*Shift as func- tion of income.	*Monitor shifts as noted in #2 as a function of income.	
4) Parents will participate more fully in the educational process of their children.		Social	X	Х	х.	*Parent/child in- volvement. *Parents reviewing options and making choices. *Parents attendance at public meetings. *Parents in the schools.		district also.
5) The voucher model/ system will be known and understood by parents.	2	Socia!	Х	Х	X	and understanding of vouchers. *What method of in-	*Part of parent survey questionnaire. *Document dissemination of information about model through all media.	140 187

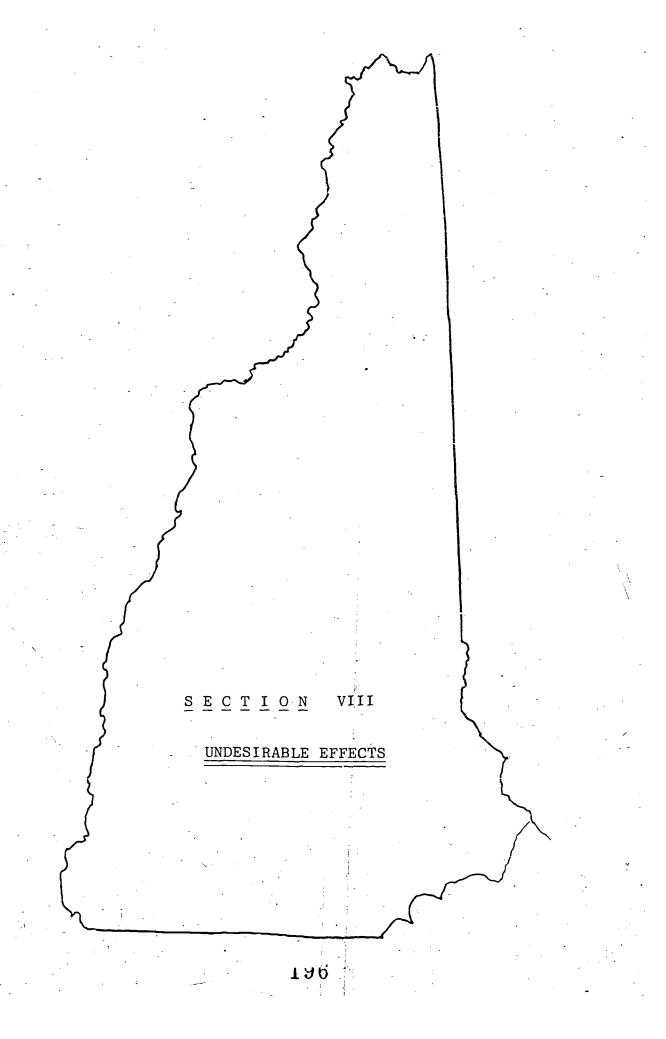
OBJECTIVE	ASSUMPTION APEA	IMPACT AREA		UDIENCE STATI		EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS	1 · 1 1
6) Parents will weigh various factors in the educational choice process.	2	Educa- tional	х	X	х	*List possible rea- sons for choice: -Educational pro- gram. -Teaching staff. -Bussing. -Geography. -Friends opinion -Others	*Document reason(s) for parent choice of pro-gram.		
7) The voucher system will encourage educational diversity.	4,9, 12	Educa-; tional	X	Х	х	*More options are available as test progresses. *Existing options wax and wane as test progresses.	*Document institutional shift in all options building from origi- nal documentation in #1	district a	
8) The voucher schools will effectively inform parents of their programs.	3,4	Educa- tional	x	X	x		semination effort. */ *Ascertain truth in advetising.	; -	
9) Students in voucher system will achieve in reading and mathematics	·	Educa- tional	X /	x	· X	*Above or average achievement in reading and math.	*Test sample of students annually in reading and math. *Analyze as a function of school and SES shift	district a	lso.
ERIC Pratical Producting LIDS	:								ATTACHMENT O

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OBJECTIVE	ASSUMPTION AREA	IMPACT AU AREA NIE	JDIENCE STATE LOCAL	EVAL TATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS
10) Parent attitude coward education/ schools will improve.	2	Social x	x x	*Positive parent attitude toward education. *Positive parent attitude toward the school.	*Include semantic differential at- titude assessment in parent instru- ment.	Use in control district also.
ll) Cost per unit of education will decline.	7	Eco- x nomic	x x	*Per-pupil costs for each alter- native. *Relate costs to student achieve- ment/parent atti- tude.	*Develop standard cost accounting system for all schools.	
12) Student attitude toward education will improve.	5	Educa- tional	x x	*Attendance rates. *Vandalism in schools. *Attitude toward education.	*Document attendance rates over a period of time for students. *Document vandalism. *Student attitude survey.	Use in control district also.
13) Teachers will become more professional in their educational careers.	4	Educa- tional	x x	*Attitude toward their work and vouchers. *Use of new and innovative techniques and media.	*Teacher survey to assess attitude toward vouchers, pro and con. Also include items on new class- room techniques.	(ATTACH
						ACHMENT

ERIC Parties Provided by EDIC

OBJECTIVE	ASSUMPTION AREA	I IMPACT A AREA NIE	JDIENCE STATE LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS	COMMENTS 3
14) Teachers will become more involved in the administrative	8	Politi- cal	X X	*Teachers know- ledge about bud- get matters.	*Include items in teach- er survey.	
and political aspects of education.				*Teacher attendance at policy (EVA or Board) meetings.		
	**************************************			*Teachers having administrative duties.		•
15) Teachers will become more directly involved with parents.	1,3	Educa- x tional	x x	parents. *More achievement	*Include items in teach- er survey	Use in control district.
with parents.			· ·	data (micro) kept by teachers.		
<pre>16) Teachers will re-distribute them- selves to seek out programs where they</pre>	3,4	Educa- x tional	x x	*Teacher shifts. *New teachers added.	*Document shifts in pro- fessional staff, and the reasons.	e
can add strength.	,				*Document the process for hiring new staff. *Document reasons (salar program, geography).	
17) Vouchers will lead to a complete, yet simple cost	7	Eco- x nomic	х х	*Complete cost accounting	*Cost accounting and analysis system estab- lished to cover all	(ATTA
analysis of educa- tion.					voucher and non-voucher costs.	CHMENT
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OBJECTIVE	ASSUMPTION AREA	IMPACT AREA NI	AUDIENCE E STATE LOCAL	EVALUATIVE CRITERIA	ASSESSMENT PROCESS COMMENTS
18) Parents will be more satisfied with their children's education.	3	Educa- x	x x	*Satisfaction will improve by all parents.	*Assess parent satisfac- tion as a function of -knowledge about vouchers. -SES.
					-school participationprogramchild achievementshift in schools.
19) Vouchers result in de-facto segregation of schools by students and professionals.	10	Social x	x x'	*Stratification as a function of -Income. -Ethnic Back- ground. -Ability. -Salary.	*Document each school's students and professionals and the shifts over the period of the demonstration.
20) Decentralized authority for school management will occur as a result of vouchers.	8	Politi- x cal	x x	*Management of school programs at the unit level.	*Document the impact and control over school programs at the local level and its shift over time.
21) Each voucher school will develop its own objective based evaluation system.	3	Educa- tional	X X	*Each school has management and student outcome objectives. *Each school has evaluation system to ascertain pro- gress.	*Document each school's evaluation system - cri- tique its quality. ATTACHMENT
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POSSIBLE UNDESIRABLE EFFECTS

Undesirable effect as it is being used in the voucher demonstration will refer to only those issues or effects that are matters of paramount social concern. The rationale for designating an area as one of possible concern, must be of utmost social concern regarding the consequences of a particular aspect of the voucher demonstration. Such occurrences would be the exception rather than the rule, capable of clear definition and verification prior to the actual inception of the demonstration.

With this in mind, three possible undesirable effects in the New Hampshire Model have been identified: 1) forcéd segregation, 2) discrimination against any individual on the basis of race, religion or social background, (The demonstration does not prohibit voluntary segregation on these bases, if individuals are capable of making a choice and so choose such alternatives. 1) and 3) any increased involuntary concentration of low ability and low achieving students in any particular school. Voluntary increases in concentrations of such students is, of course, allowable since certain schools will presumably solicit students on the basis of the students' abilities, interests, and achievement levels.

Effects that are other than those of a paramount social nature, yet which may affect operational concerns of either parents, teachers, or school administrators will be dealt with on an individual case-by-case basis. Perspective on the viewpoint from which the effect arises may be of utmost importance

when considering any given effect. Frequency of occurrence must also be considered. An abundance of new rules and regulations must not be developed merely because of a positional or individual fear. Student population shifts, reallocation of resources, 2 and innovation are parts of the assumptions to be tested. The actual demonstration will evaluate and document whether students change schools, parents become more involved, educational resources are reallocated, or if new educational administrative systems evolve.

As a final note, possible undesirable effects have been identified. Systems will be designed to deal with these effects, prior to the individual school districts' votes in 1976. Yet the possibility of identifying further areas of concern, as the demonstration develops, are not precluded.

 $^{^{1}}$ Care must be exercised in judging a situation of this nature, particularly since voluntary segregation by one group cannot be allowed to result in the imposition of forced segregation on another group. Voluntary segregation is only permissible where there is \underline{no} evidence of concomittant forced segregation.

²Procedures are being designed to provide administrative and instructional support for the shifting of educative resources. These procedures will be spelled out in Phase II of the study/planning activity.